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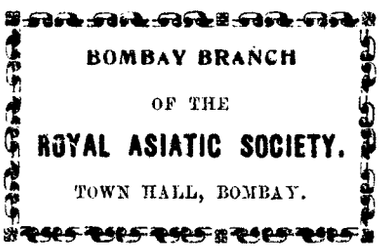
Bombay: Presy.
Report, (Quinquennial)
1897-98 to 1901-02
to
1907-08 to 1911-12



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REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

ON THE

PROGRESS OF EDUCATION

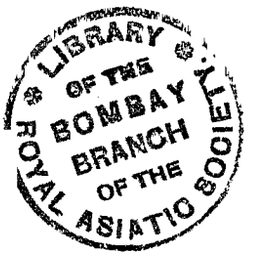
IN THE

10306

BOMBAY PRESIDENCY

DURING THE QUINQUENNIUM

From 1897-98 to 1901-02.



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1902.

BOMBAY BRANCH
OF THE
Royal Asiatic Society.

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PROGRESS OF EDUCATION IN THE BOMBAY PRESIDENCY,

1897-98 to 1901-1902.

PROVINCIAL QUINQUENNIAL REPORT.

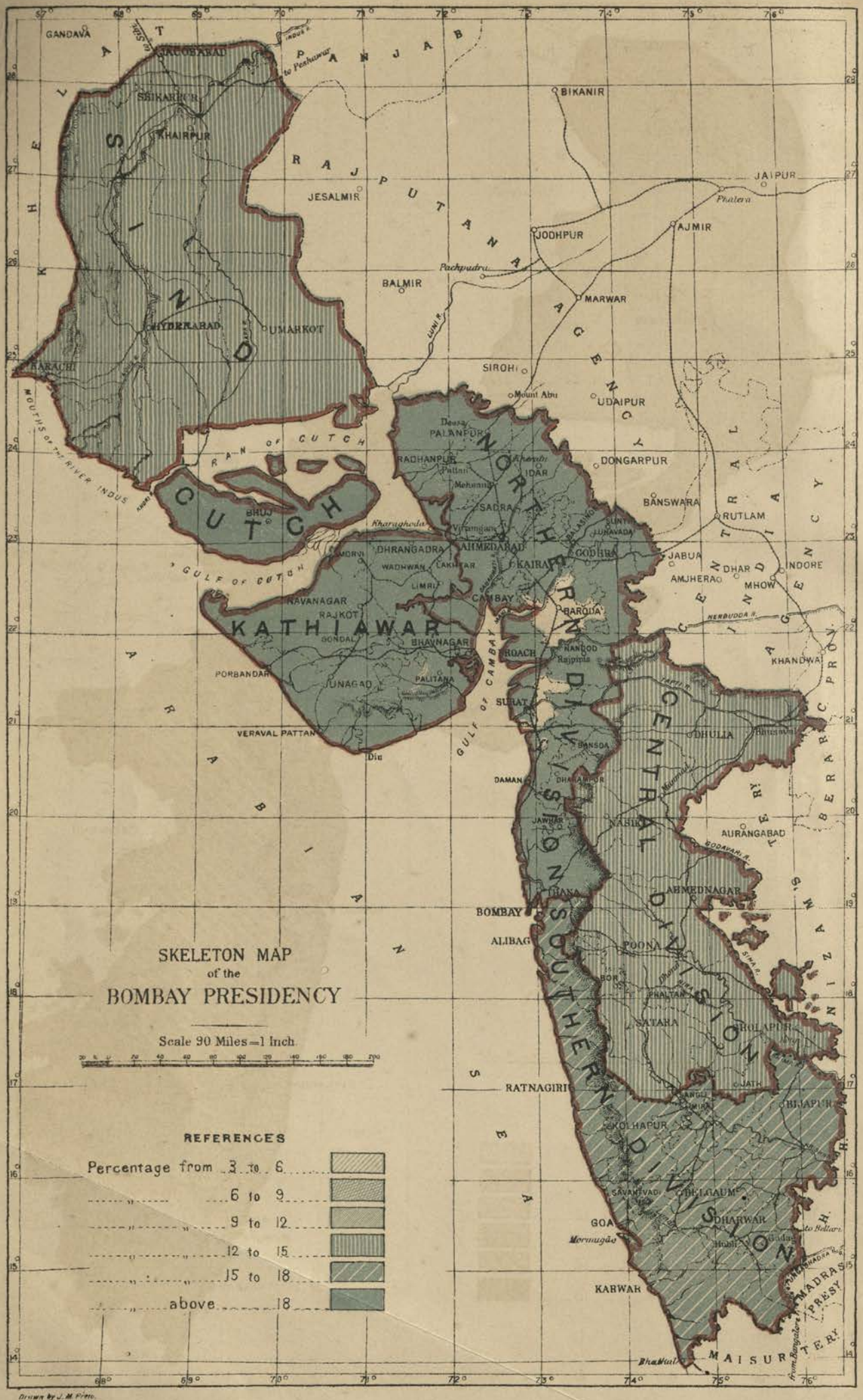
CHAPTER I.

This report and the tables which accompany it have been prepared in accordance with the instructions given in Government Resolution No. 2137, Educational Department, dated 11th December 1901.

Maps.—The maps prefixed to Chapters II, V, VI and IX have been prepared so as to show the statistics of each Division of the Presidency. The statistics represented by the maps are shown in tables 4, 59, 77 and 97.

1896-97

BOMBAY PRESIDENCY SHOWING THE PERCENTAGES



Percentage		Percentage	
Bombay Presidency	16·6	Kathiawar	20·4
Central Division	13·9	Southern Division	17·1
Northern Do	18·3	Sind	14·4

Govt. Photozinco

Percentage		Percentage	
Bombay Presidency	16·7	Kathiawar	23·8
Central Division	16·6	Southern Division	13·2
Northern Do.	19·8	Sind	14·4

...e, Poona, 1902

CHAPTER II.

GENERAL SUMMARY.

General Statistics of Institutions and Pupils.

TABLE 1.—*General Statistics of Institutions and Pupils, 1891-92 and 1896-97 to 1901-1902.*

Class of Institution.	1891-92.		1896-97.		1897-98.		1898-99.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Public Institutions.								
Arts Colleges ... Males	9	1,331	10	1,046	11	1,629	10	1,821
Arts Colleges ... Females	...	1	...	18	...	27	...	22
Professional Colleges. Males	4	488	4	740	4	863	4	927
Professional Colleges. Females	...	7	...	20	...	...	...	24
Secondary Schools Males	352	39,350	403	32,776	401	37,620	399	39,486
Secondary Schools Females	58	4,070	63	3,388	62	4,359	68	4,587
Primary Schools... Males	8,354	455,129	8,828	493,720	8,651	463,791	8,492	443,656
Primary Schools... Females	677	63,155	744	67,440	739	69,786	745	65,091
Training Schools. Males	8	674	8	592	8	572	8	642
Training Schools. Females	7	179	10	162	10	189	10	251
Other Special Schools. Males	32	2,202	32	1,999	30	1,988	31	2,292
Other Special Schools. Females	...	20	...	25	1	31	1	71
Total, Public Institutions ...	9,501	566,606	10,102	601,926	9,917	580,855	9,768	558,870
Private Institutions.								
Advanced ... Males	83	1,133	107	3,042	90	2,863	120	3,628
Advanced ... Females	...	37	...	226	...	373	...	531
Elementary ... Males	2,637	61,114	2,459	56,627	2,534	56,841	2,628	57,807
Elementary ... Females	51	5,548	266	10,884	138	7,709	123	8,882
Total, Private Institutions ...	2,771	67,832	2,832	70,779	2,762	67,786	2,871	70,848
GRAND TOTAL ...	12,272	634,438	12,934	672,705	12,679	648,641	12,639	629,718
Percentage of Increase or Decrease, compared with preceding year.	+2	+2	—·03	—4	—2	—4	—·3	—3

Class of Institutions.	1899-1900.		1900-1901.		1901-1902.		Percentage of Increase or Decrease, 1901-1902, compared with 1896-97.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Public Institutions.								
Arts Colleges ... Males	9	1,721	9	1,803	10	1,911	...	+83
Arts Colleges ... Females	...	23	...	23	...	30	...	+67
Professional Colleges. Males	4	896	5	979	5	1,019	+25	+38
Professional Colleges. Females	...	22	...	32	..	45	...	+125
Secondary Schools Males	414	42,466	416	42,743	427	43,549	+6	+33
Secondary Schools Females	67	4,757	68	4,885	67	4,984	+6	+47
Primary Schools . Males	8,367	435,716	8,307	439,086	8,219	437,143	—7	—11
Primary Schools . Females	751	72,788	760	75,836	768	76,068	+3	+13
Training Schools. Males	8	617	8	591	7	614	—12	+4
Training Schools. Females	10	238	11	230	10	234	...	+44
Other Special Schools. Males	32	2,398	32	2,877	34	3,063	+6	+53
Other Special Schools. Females	1	66	1	48	1	116	+100	+344
Total, Public Institutions ...	9,663	561,708	9,617	569,133	9,548	568,776	—5	—6
Private Institutions.								
Advanced ... Males	117	4,140	75	2,422	111	3,692	+4	+21
Advanced ... Females	...	469	8	435	...	988	...	+337
Elementary ... Males	2,494	54,941	2,300	52,614	2,459	55,814	...	—1
Elementary ... Females	152	9,947	132	8,256	133	10,598	—50	—3
Total, Private Institutions ...	2,763	69,497	2,515	63,727	2,703	71,092	—5	+·44
GRAND TOTAL ...	12,426	631,205	12,132	632,860	12,251	639,868	—5	—5
Percentage of Increase or Decrease, compared with preceding year.	—2	+·2	—2	+·3	+·98	+1	...	...

The number of Arts Colleges is the same as it was five years ago. Two Colleges, which taught only up to the Previous Examination, have passed out of existence in the interval, and a new College, teaching up to the degree of B.A., has been established at Junágadh. The apparent increase in the number of pupils is considerable. There has, no doubt, been an increase, but these figures show not so much the difference in the number of actual students as the difference between the number of those who happened to be present on the days when the figures were taken. At the end of the year 1896-97, some Colleges were closed altogether, and others were partially deserted. Diminished attendance in Colleges does not necessarily affect them financially. The University allows students in plague-stricken places, if they pay their fees, to keep terms without being present at College, and it will appear at times that the fee-receipts are large out of all proportion to the attendance shown. Happily attendance is less affected by plague now than it used to be. Plague is taken more as a matter of course, and the restrictions imposed upon students where it prevails are much less severe than formerly. In the Deccan College, the situation of which is particularly healthy, the attendance of students is now very little affected by plague.

One new Professional College appears in the Table. It is the Agricultural Department of the College of Science which prepares students for the new University degree in agriculture. There has been a large increase in the number of pupils in the Professional Colleges.

In secondary education the fluctuations have not been marked, and though there is no very great advance on the state of things ten years ago, yet the tendency during the last five years has been, according to the figures, upwards. But, unfortunately, the figures do not here, any more than in the case of Colleges, indicate the real state of affairs. When the statistics for the closing year of the last quinquennium were taken, a great number of schools were closed on account of the plague. The figures therefore show, not the number that were being educated at the time, but simply the number of pupils who happened to be present in a particular month. The initial figures, therefore, are much too low, so that, even when there appears to have been an increase, there may really have been a considerable decrease. Still Secondary Schools, especially in the highest stage, necessarily suffer less than primary, both from plague and famine, because the parents of the pupils are richer. The attendance of girls has, it would seem, steadily increased. But the increase, I fear, for the reason given above, though it has undoubtedly been considerable, is not quite so great as would appear. After such a long period of adversity we must be content if the figures show that there has been no actual retrogression during the last ten years, and we find that there are more than 4,000 more boys and somewhat less than 2,000 more girls being educated than there were in 1891-92. There has been a steady decrease in the number of primary institutions for boys, which is less than it was ten years ago, and much less than it was five years ago. The same is true of the number of pupils. On the other hand, the number of Girls' schools and of girl pupils has risen. The attendance of girls is always rather capricious. But it is less affected than that of boys by times of distress. They are educated free, and when there is no light work for them in the fields, the parents naturally keep them at schools. Besides, a period of distress is favourable to proselytising effort, and no doubt a great number of pupils in this stage of instruction are famine waifs and strays that have been swept into the schools of the Missionaries. It was inevitable that primary education should suffer most severely. The actual deaths both of masters and pupils among the poorer classes, the consequent closing of schools, the unavoidable migration of people to Government relief works, the general depletion of Provincial and local revenues, and the general demoralization incident to panic and suffering have worked disastrous results. The following passage from the report of the Inspector of the Central Division will bear out my remarks:—"The districts worst affected by plague were Poona and Sátára. The former lost 85 teachers and 1,476 pupils, and the latter 82 teachers and 1,781 children. About 300 schools suffered in the two districts. Poona Sholápur, and Nagar were most affected by famine, which led to a sharp fall in revenue. In Poona 36 Local Board and 16 Municipal schools had to be closed. In Sholápur 15 were closed outright and 30 temporarily. In Nagar 13 schools were closed. Násik Munici-

pality lost 23 teachers from plague and 250 pupils; while the Bombay Maráthi schools lost 46 teachers and 794 pupils; and the Gujaráti schools 26 teachers and 370 pupils." In primary schools alone in the Central Division, 315 masters and 5,610 pupils are known to have died of plague. The losses also from plague and cholera in certain districts of the Southern Division since 1897-98 have been terrible. But it is satisfactory to learn that, even in the most severely affected places, wherever there is the slightest improvement in circumstances, schools begin to revive. This shows the vitality of the educational system and its strong hold on the confidence of the people. It is pleasant also to be able to record that the Deputy Educational Inspectors have as a body confronted a most difficult and depressing situation with unfailing cheerfulness and resource. In Sind, where plague has not been widespread and famine has been little felt, there has been a considerable development of education and an increase of expenditure upon it. If the number of public institutions is less, that is due to the fact that Government have ceased to recognise mere Koran schools, and that Central schools for groups of villages have replaced the schools which formerly existed in each village of a group. The progressive improvement of communications in Sind is favourable to the spread of more enlightened ideas, and there is evidence that the advantages of education are being more and more appreciated by what has been hitherto a very backward population.

The Training College at Kolhápur has been closed. Indeed, Kolhápur and the Native States of the Southern Division appear to care very little either about the capability or the well being of their teachers, presenting in this respect a marked contrast to the enlightened policy of the leading States of Káthiáwár, *Patrum invalidi referent ieiunia nati.* The number of male pupils is hardly greater than it was ten years ago: though here again the number of female pupils has risen. The demand for qualified female teachers has risen and is likely to rise.

Under the heading of special schools, it is to be noted that commercial schools have been established in Bombay and elsewhere, and that the examinations of the London Chamber of Commerce are now held in Bombay. In this sphere of education the history has been satisfactory. The figures for females are very striking, missionary efforts largely accounting for the advance.

If we take the results of this first table as a whole, we stand singularly near where we stood ten years ago. It will be noticed that the statistics as to number of pupils are more favourable than those as to number of institutions. Making every allowance for what I have said as to the deceptiveness of the returns regarding pupils, it remains obvious that pupils even in primary schools do not necessarily cease to attend school because their own school is closed. The figures of the Colleges, too, keep up the general total. And there have always been parts of every division which have suffered less or less continuously than others, and this has tended to keep up the general average. The Bijápur District is a marked example of comparative progress in a division which has otherwise suffered very severely.

The history of advanced private institutions closely resembles that of the corresponding Government institutions, but the increase of female pupils, all of whom attend boys' schools, is considerably higher. The number of elementary schools for males is precisely what it was five years ago, there being a very slight decrease in the number of pupils. The number of elementary girls' schools has diminished greatly, and there is a slight falling off in the number of pupils.

Proportion of Schools to Villages, &c.

The next table further illustrates the decline in the number of institutions; but the figures with regard to institutions for females are again striking. The percentage is less than it was five years ago, but it has fallen much less than that for institutions for males, and is actually higher than it was ten years ago.

TABLE 2.—*Percentage of Institutions to Towns and Villages, 1891-92 and 1896-97 to 1901-1902.*

Year.	Institutions for Males.	Institutions for Females.	Total Institutions.
1891-92	28·33	1·96	30·29
1896-97	29·14	2·67	31·81
1897-98	28·84	2·33	31·17
1898-99	28·76	2·32	31·08
1899-1900	28·14	2·41	30·55
1900-01	27·43	2·40	29·83
1901-02	27·47	2·39	29·86

Proportion of Pupils to Schools.

TABLE 3.—*Average Number of pupils in each Public Institution, 1896-97 and 1901-1902.*

	Colleges.		Secondary Schools.		Primary Schools.		Training Institutions.		Technical and Industrial Schools.	
	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.
Bombay	130	200	78	98	59	57	42	50	63	91

The third table illustrates the general remark made above, that times such as those through which the country has recently passed at any rate do not throw the Colleges back, and that secondary education is fairly able to meet the shock of want and sickness, which must hit primary education hardest, because they must be most felt by the poorest classes. The figures in columns 9 and 10 are satisfactory.

Proportion of Pupils to Population.

TABLE 4.—*Proportion of pupils to Estimated Population of School-going age, 1891-92, 1896-97 and 1901-1902.*

	1891-92.						1896-97.						1901-02.					
	Pupils.			Percentage.			Pupils.			Percentage.			Pupils.			Percentage.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Bombay ...	561,421	73,017	634,438	27·04	3·75	15·76	590,542	82,163	672,705	28·29	4·19	16·63	546,805	93,063	639,868	27·90	5·02	16·71

The above table is an important one and a depressing one. It shows like most tables a slight rise with regard to female pupils. But the percentage for males has fallen during the last five years. Taking the combined figures there is hardly any advance in the five years, and an increase of less than one per cent. in ten years. When it is remembered that Collegiate and secondary education has been but little affected, that the figures of five years ago were probably placed much too low, and that the population has considerably decreased, it is evident how much primary education must have suffered.

TABLE 5.—*Proportion of Total Pupils to Population of School-going age, allowing for alteration in number (Increase) of Population, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.	1896-97.	1901-1902.
Bombay	15·76	17·16	16·71

The middle figure here differs from that in the preceding table, because here it is taken not on the census return of 1891-92 but upon that minus half the difference between the return of 1891-92 and 1901-1902. The figure is higher not because there were more pupils but because there were fewer people.

Schools according to Class of Institution.

TABLE 6.—*Institutions and Pupils according to Class of Institution, 1896-97 and 1901-1902.*

Province.	Public Institutions.										Private Institutions.		Total.		Percentage of increase or decrease, 1896-97, compared with 1891-92.	
	Colleges.		Secondary Schools.		Primary Schools.		Training Institutions.		Technical and Industrial Schools.							
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1896-97.																
Bombay ...	14	1,824	466	36,164	9,572	561,160	18	754	32	2,024	2,832	70,779	12,934	672,705	+5	+6
1901-1902.															1901-1902 compared with 1896-97.	
Bombay ...	15	3,005	494	43,533	8,987	513,211	17	848	35	3,179	2,703	71,092	12,251	639,868	—5	—5

This table and the one which follows confirm the general remarks already made that the Colleges have advanced, that secondary education has not suffered, that the period has been disastrous to primary education, that there is an increasing demand for trained teachers and for youths who have had a technical training, and that on the whole the position is about what it was ten years ago. The additional College is the one established at Junágadh. The lower figure under Training Institutions is due to the closing of the Kolhápur Training College.

TABLE 7.—*Proportionate Rate of Progress in Public Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	Colleges.				Secondary Schools.				Primary Schools.			
	Institutions.		Pupils.		Institutions.		Pupils.		Institutions.		Pupils.	
	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.
Bombay	+8	+7	—16	+65	+14	+6	—17	+34	+6	—6	+8	—9

Province.	Training Institutions.				Technical and Industrial Schools.				Total.			
	Institutions.		Pupils.		Institutions.		Pupils.		Institutions.		Pupils.	
	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.
Bombay	+20	—6	—12	+12	...	+9	—9	+57	+6	—5	+6	—6

Pupils according to Stage of Instruction.

TABLE 8.—*Male Pupils in Public Institutions according to stage of instruction, 1891-92 and 1896-97 to 1901-1902.*

Stage of Instruction.	Number.							Percentage.						
	1891-92.	1896-97.	1897-98.	1898-99.	1899-00.	1900-01.	1901-02.	1891-92.	1896-97.	1897-98.	1898-99.	1899-00.	1900-01.	1901-02.
Collegiate ...	1,331	1,046	1,629	1,821	1,721	1,803	1,911	·27	·20	·32	·38	·36	·37	·40
High	15,345	11,969	14,527	15,577	16,916	16,676	16,501	3·09	2·27	2·89	3·21	3·54	3·45	3·42
Middle	19,641	17,973	19,222	19,707	21,147	21,441	22,440	3·96	3·40	3·82	4·06	4·40	4·43	4·65
Upper Primary .	1,39,501	1,63,099	1,58,268	1,50,391	1,47,719	1,46,332	1,42,347	28·14	30·92	31·46	31·01	30·78	30·27	29·49
Lower Primary (A).	1,88,889	1,97,815	1,80,610	1,78,161	1,75,773	1,77,236	1,78,565	38·12	37·50	35·91	36·74	36·62	36·65	37·
Lower Primary (B).	1,31,003	1,35,640	1,28,786	1,19,396	1,16,627	1,20,094	1,20,839	26·42	25·71	25·60	24·60	24·30	24·83	25·04
Total ...	4,95,810	5,27,542	5,03,040	4,84,963	4,79,903	4,83,632	4,82,603	...	...	...	...	...	...	...

Female Pupils in Public Institutions according to stage of instruction, 1891-92 and 1896-97 to 1901-1902.

Stage of Instruction.	Number.							Percentage.						
	1891-92.	1896-97.	1897-98.	1898-99.	1899-00.	1900-01.	1901-02.	1891-92.	1896-97.	1897-98.	1898-99.	1899-00.	1900-01.	1901-02.
Collegiate ...	1	18	27	22	23	23	30	...	·03	·03	·03	·03	·03	·04
High	408	428	592	650	612	621	610	·61	·60	·80	·93	·79	·77	·75
Middle	1,154	893	1,147	1,226	1,265	1,225	1,389	1·72	1·26	1·55	1·76	1·63	1·52	1·71
Upper Primary .	8,611	9,064	10,998	10,614	11,149	11,831	11,548	12·80	12·79	14·83	15·23	14·37	14·65	14·24
Lower Primary (A).	23,192	25,030	30,077	25,009	27,000	28,598	29,001	34·50	35·33	40·55	35·88	34·81	35·42	35·77
Lower Primary (B).	33,860	35,413	31,331	32,179	37,519	38,446	38,504	50·37	49·99	42·24	46·17	48·37	47·61	47·49
Total ...	67,226	70,846	74,172	69,700	77,568	80,744	81,082	...	...	...	...	...	...	...

This is interesting as showing how the effects of plague and famine are more seriously felt the lower we descend in the scale of instruction. Where primary education begins there is a slight improvement on the position of five years ago, but a falling off as compared to 1891-92. In the two lower stages the figures are lower than those both of five and of ten years ago.

The figures relating to females show some fluctuations, but on the whole there has been a decided rise. An attempt to explain this has already been made. I may here repeat that too much stress must not be laid on apparent signs of progress, because the figures of five years ago are in very many cases probably taken too low.

Schools according to Management.

TABLE 9.—*Institutions classified according to Management, 1896-97 and 1901-1902.*

Province.	Under Public Management.				Under Private Management.						Total.	
	Government and Native States.		Board.		Aided.		Unaided.		Private.			
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1896-97.												
Bombay	2,524	163,192	4,934	337,529	2,525	96,666	119	4,539	2,832	70,779	12,934	672,705
1901-1902.												
Bombay	2,462	146,042	4,742	299,554	2,142	106,036	202	17,144	2,703	71,092	12,251	639,868
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	—2	—11	—4	—11	—15	+10	+70	+278	—5	+·4	—6	—5
1896-97 compared with 1891-92.	+16	+18	—2	+7	+18	—5	—14	—58	+2	+4	+5	+6

The general decline in Institutions under Public Management is due to circumstances beyond human control. The Native States in the Southern Division contribute in a considerable degree to the decrease in columns 1 and 2. No certain explanation of the figures for unaided and private schools can be given, as we cannot command accurate information with regard to them. They are of very unequal merit.

TABLE 10.—*Proportion of Pupils in Institutions according to Management, 1896-97 and 1901-1902.*

Province.	Government and Native States.		Board.		Aided.		Unaided.		Private.	
	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.
Bombay... ...	24·2	22·8	50·2	46·8	14·4	16·6	·7	2·7	10·5	11·1

This table like the last shows an increase in the attendance in aided as compared with public institutions. This is probably due to the results of missionary enterprise in a period of distress. The people of the country make no organized effort for the relief of the destitute and distressed who are thus destined to pass into the ranks of Native Christians.

TABLE 11.—*Average Number of Pupils in Institutions according to Management, 1896-97 and 1901-1902.*

Management.	1896-97.	1901-02.
Government	152	173
Native States	62	56
Board	68	63
Aided	38	50
Unaided	38	85
Private	25	26
Average ...	52	52

The remarks made on the preceding table apply to this also; while the figures for Native States illustrate the remark made on Table 9.

Table 12—Percentage of Pupils in Daily attendance, according to management of Institutions, 1891-92 and 1896-97 to 1901-1902.

Year.	Govern-ment.	Board.	Aided.	Unaided.
1891-92	84	73	84	82
1896-97	85	73	82	83
1897-98	85	73	80	80
1898-99	84	71	81	81
1899-1900	84	72	78	81
1900-1901	85	71	82	81
1901-1902	85	72	82	83

The percentage here is obtained by dividing the average daily attendance by the average number on the rolls monthly during the year.

Pupils according to Race or Creed.

Table 13.—Pupils classified according to Race or Creed, 1896-97 and 1901-1902.

Province.	Public Institutions.									Private Institutions.								
	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Budhists.	Parsis.	Others.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Budhists.	Parsis.	Others.	Total.
1896-97.																		
Bombay	3,831	8,123	101,518	364,004	106,225	...	7,455	10,770	601,926	5	360	4,788	38,162	32,130	...	270	64	70,779
1901-1902.																		
Bombay	4,164	15,300	93,383	339,099	98,382	16	16,163	2,269	568,776	...	2,311	3,666	27,940	36,427	...	723	25	71,092
Percentage of increase or Decrease, 1901-1902, compared with 1896-97.	+9	+88	−8	−7	−7	+100	+117	−79	−6	−100	+542	−23	−16	+13	...	+168	−61	+·4
1896-97 compared with 1891-1892	−5	−12	+2	+9	+9	...	−46	+21	+6	−17	+49	−12	−9	+45	...	−91	−90	+2

The above table bears eloquent testimony to the sufferings of the Hindu, particularly the Brahmin community, and of the Mahomedans. Under the heading "Other" are included jews, aboriginal and hill tribes, &c. These, the most backward and poorest classes of the community, naturally show the greatest falling off. The increase in the number of Native Christians and Parsis is striking. It must, however, be once more insisted on that the figures for 1896-1897 are throughout, probably, much too low.

Table 14.—Percentage of Pupils in Public Institutions according to Race or Creed, 1901-1902.

Race or Creed.	In Arts Colleges.	In Professional Colleges.	In Secondary Schools.	In Primary Schools.	In Training Institutions.	In Technical and Industrial Schools.
Europeans and Eurasians ...	·88	6·85	8·19	·01	2·83	·76
Native Christians	1·85	8·07	10·20	1·90	12·38	11·45
Bráhmins	46·57	29·84	29·50	14·96	43·16	21·29
Non-Bráhmins	30·91	26·41	32·49	62·51	31·95	43·88
Mahomedans	3·45	3·56	5·85	18·53	8·96	8·21
Budhists	...	...	·01	...	...	...
Parsis	15·82	24·53	12·70	1·76	·36	12·68
Others	·52	·74	1·06	·33	·36	1·73

Europeans and Eurasians attend the Professional rather than the Arts Colleges. Europeans in Arts Colleges do not as a rule distinguish themselves, and owing to their ignorance of the vernaculars and their more expensive mode of living, they cannot compete with Hindus in the employments to which a Liberal Education affords admission. No Europeans appear as attending primary schools, because the schools in which they receive their earliest instruction are classified as secondary, since English is taught in them. The figures for Mahomedans are low throughout. The majority of Arts students are Brahmins, who also form the bulk of the pupils in Training Institutions, the greater number of school masters being drawn from their caste. Among the Non-Brahmins in Colleges there are in the Deccan a great many Lingayats, for whom rich scholarships are provided by their community. There are a few Mahrattas also, and some Wanis. In Bombay there are more Prabhus, and the Wani class is largely represented among Gujarati students.

Languages learnt by Pupils.

Table 15.—Languages learnt by Pupils, 1901-1902.

Province.	Public Institutions.						Private Institutions.		
	English.	Per cent.	Classical Language.	Per cent.	Vernacular.	Per cent.	English.	Classical Language.	Vernacular.
Bombay ...	51,896	9·1	24,094	4·2	532,992	93·7	603	19,970	50,808

All who intend to enter an Arts College must learn a Classical Language besides English. The language most generally studied by Hindus in the Deccan is Sanskrit, though Persian is tending to become popular, as it is also in Káthiáwár, because it is much easier. The Parsis, who are chiefly found in Bombay, read either Persian, Latin, or French. Latin is particularly well taught in schools managed by Catholics. French is becoming more and more popular in Bombay, partly because it is thought to be easy, partly because a knowledge of it is thought to have a commercial value and, to some small extent, because it will be useful to those who intend to travel in Europe. It is more difficult up country to find French teachers. In this table of course one pupil often appears under different heads, since every one who is learning a Classical Language is also learning English.

General Statistics of Expenditure.

Table 16.—General Statistics of Expenditure according to Sources, 1891-92, 1896-97 to 1901-1902.

Principal Sources.	1891-92.	1896-97.	1897-98	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of Increase 1901-1902 compared with 1896-1897.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Provincial Revenues ...	19,65,632	22,45,662	20,45,529	20,28,506	21,41,326	19,99,582	21,94,163	—2
Local Funds	8,67,695	9,66,192	9,79,110	9,93,121	9,60,188	9,48,596	9,63,061	—·3
Municipal Funds... ...	3,63,759	4,24,996	4,01,451	4,05,776	4,31,908	4,47,749	4,34,693	+2
Fees	13,36,002	16,02,178	14,61,727	15,07,276	15,23,966	15,97,207	17,19,523	+7
Endowments and other sources	17,47,616	21,33,903	24,88,869	23,85,557	23,29,744	24,07,333	24,66,025	+16
Total ...	62,80,704	73,72,931	73,76,686	73,20,236	73,87,132	74,00,467	77,77,465	+5
Percentage of Increase or Decrease compared with preceding year.—								
Provincial Revenues ...	+1	+3	—9	—·8	+6	—6	+10	
Local Funds	+3	—8	+1	+1	—3	—1	+2	
Municipal Funds ...	+9	+5	—6	+1	+6	+·4	—3	
Fees	+9	—·08	—9	+3	+1	+·5	+8	
Endowments and other sources	+9	+·01	+16	—4	—2	+4	+2	
Total ...	+6	+1	+·05	—·8	+·9	+2	+5	

The expenditure from Provincial Revenues and Local Funds is less than it was five years ago, though there has been a striking recovery during the last year. Except in Sind it has been impossible, owing to financial pressure, to expend as much as usual upon buildings during the five years under review. The statistics with regard to fees show a progressive improvement in the attendance of pupils during the last three years; and the large increase under the heading of endowments is one of the most welcome features of the period. It will be seen from later tables how the expenditure on scholarships has increased; the increase being, as a rule, in connection with Colleges or in the High and Special Schools. The Northern Division is exceptional. The increased expenditure on scholarships in connection with primary education has there increased fourfold, from Rs. 8,643 to Rs. 35,300, Rs. 31,924 coming from private sources. The expenditure of the Methodist Episcopalian Mission under this head is enormous, and I cannot think that it is all devoted to scholarships in the sense in which that word is generally used. I think it must in part include the cost of maintaining pupils. This shows that private funds are contributing more and more to education in this Presidency, and points to the growth of enlightened charity. From one Mahomedan gentleman alone a legacy of Rs. 40,000 for scholarships in Colleges has been received. Rs. 5,000 has been subscribed to an Industrial school at Sholápur, and Sir D. M. Petit has given Rs. 10,000 in Nagar. The heading "Other Sources" also includes the expenditure of Native States, which in Káthiáwár has increased by 6 per cent., notwithstanding the drain upon their resources in consequence of famine. The strain upon Native States is evident from Table 33, which shows that under most heads nearly the whole cost of education falls on the State Treasuries.

TABLE 17.—*General Statistics of Expenditure according to Heads of Charge, 1891-92 and 1896-97 to 1901-02.*

Heads of charge.	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase, 1901-02, compared with 1896-97.
Direct.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges	3,14,300	3,69,534	3,88,720	3,72,543	3,42,666	3,36,318	3,52,824	−5
Professional Colleges	1,16,263	1,00,593	96,296	1,13,352	1,22,982	1,45,006	1,82,708	+82
Secondary Schools	15,78,853	18,69,601	18,14,560	19,02,210	19,75,337	19,94,922	20,23,315	+8
Primary Schools	27,83,084	33,24,918	33,69,929	33,80,395	34,57,393	34,67,397	35,09,316	+6
Training Institutions	1,56,060	1,74,742	1,72,642	1,70,708	1,71,426	1,74,730	1,64,978	−6
Technical and Industrial Schools ...	3,23,875	3,58,313	3,70,234	3,39,346	3,33,796	3,45,892	3,59,052	+·2
Total, Direct ...	52,72,435	61,97,701	62,12,381	62,78,554	64,03,605	64,64,295	65,92,193	+6
Indirect.								
University	1,17,572	1,84,930	1,52,122	1,39,859	1,31,578	1,39,116	2,06,208	+11
Direction	45,482	45,288	41,791	42,657	46,364	45,349	46,965	+4
Inspection	2,69,937	3,11,028	3,05,014	2,96,833	2,99,451	3,06,208	3,13,715	+·9
Scholarships	98,433	1,29,111	1,29,633	1,27,822	1,36,345	1,62,000	1,74,656	+35
Buildings	4,45,363	4,63,942	5,09,303	4,14,461	3,56,282	2,67,400	4,07,745	−12
Furniture, &c.	25,101	31,532	23,266	17,487	10,098	12,457	33,205	+5
Miscellaneous	6,381	9,349	3,176	2,563	3,409	3,642	2,778	−70
Total, Indirect ...	10,08,269	11,75,230	11,64,305	10,41,682	9,83,527	9,36,172	11,85,272	+·9
Grand Total ...	62,80,704	73,72,931	73,76,686	73,20,236	73,87,132	74,00,467	77,77,465	+5
Percentage of Increase or Decrease compared with preceding year ...	+6	+1	+2	+1	+2	+1	+5	+5
Direct Expenditure only	+6	+1	−1	−11	−5	−5	+2	+6
Indirect Expenditure only	+3	+1	+·1	−·7	+·9	+·2	+27	+·9

The most striking feature in the above Table is the large increase in the expenditure on Professional Colleges. This is partly accounted for by the very great rise in the attendance at the Grant Medical College, but is due chiefly to the reorganization of the Government Law School in 1899. The number of Law Professors was doubled, and the salaries of all, except the Principal, were raised. The rate of fees was raised, and it was settled that all the fee receipts should be expended on the School. In the College of Science, too, a new Professorship of Physics and Electrical Engineering was created in 1900-1901. Lastly, the Agricultural Class, which used to be returned as a special school, is now included among the Professional Colleges. With regard to expenditure upon schools it has unfortunately been to some extent unproductive. Though schools are closed on account of plague, it is still necessary to pay the Masters and the servants. The expenditure of the University is not controlled by Government It increased last year because the rate of pay to Examiners was raised. The table illustrates remarks already made with regard to scholarships and to the decrease in expenditure on buildings owing to the many demands upon Provincial and Local resources.

Table 18.—Expenditure according to sources and Heads of charge, 1896-97 and 1901-1902.

Heads of charge.	1896-97.						1901-1902.						Percentage of Increase.	
	Provincial Revenues	Local Funds.	Municipal Funds.	Fees.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments and other sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	2 04,462	5,850	10,835	1,55,471	93,519	4,70,127	1,95,806	6,450	8,175	2,43,057	82,044	5,35,532	+14	+9
Secondary Schools.	4,18,038	7,968	35,381	8,39,588	5,68,624	18,69,601	4,24,361	5,505	39,720	8,77,773	6,75,956	20,23,315	+8	+18
Primary Schools ...	8,23,783	7,72,867	3,10,406	4,07,398	10,00,459	33,24,918	8,29,047	8,27,662	3,49,474	3,71,071	11,32,062	3,509,316	+6	+19
Training Institutions	92,292	38,638	2,821	2,429	38,562	1,74,742	89,015	31,947	2,488	3,272	38,256	1,64,978	−6	+12
Technical and Industrial Schools.	1,90,745	16,365	19,208	14,984	1,17,011	3,58,313	1,79,938	18,159	17,102	20,941	1,22,862	3,59,052	+2	+11
University ...	...	...	...	1,65,152	19,828	1,84,980	...	...	...	1,78,513	27,695	2,06,208	+11	+57
Direction and Inspection... ...	2,79,488	1,851	5,308	12,166	57,503	3,56,316	2,73,770	3,733	5,746	11,609	65,802	3,60,680	+1	+12
Scholarships ...	57,257	22,635	2,407	4,017	62,805	1,29,111	35,367	23,850	2,114	5,627	1,07,698	1,74,656	+35	+31
Buildings and Furniture ...	1,80,243	1,00,025	38,638	973	1,75,592	4,95,474	1,64,011	45,755	9,874	7,660	2,13,650	4,40,950	−11	+5
Miscellaneous ...	9,349	...	...	...	...	9,349	2,778	...	...	...	...	2,778	−70	+47
Total ...	22,45,662	9,66,193	4,24,996	13,02,178	21,33,903	73,72,931	21,94,103	9,63,061	4,34,693	17,19,523	24,66,025	77,77,465	+5	+17
Percentage of increase 1901-1902 compared with 1896-97	...	...	...	...	...	...	−2	−·3	+2	+7	+16	+5	...	...
1896-97 compared with 1891-92 ...	+14	+11	+17	−20	+22	+17	...	...	...	...	...	...	...	...

After what has been said upon the preceding table, the only figures that require explanation here are those in the second and third columns with regard to Colleges. They have reference to the Colleges in Ahmedabad and Karáchi, the former of which receives contributions from Municipal Funds only, and the latter from Local and Municipal Funds. No other Colleges are aided from these sources.

Table 19.—Average Expenditure per Head of Population, 1896-97 and 1901-1902.

Province.	1896-97.			1901-1902.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
	A. p.	A. p.	A p.	A. p.	A. p.	A. p.
Bombay	2 2	2 3	4 5	2. 3	2 8	4 11

I have already remarked on the growth of the contributions from private funds to the cost of education in Bombay. The same fact is proved by the table which follows.

Table 20.—Proportionate Expenditure from Different Sources, 1891-92, 1896-97 and 1901-1902.

Province.	1891-92.					1896-97.					1901-1902.				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.
Bombay ...	31·3	13·8	5·8	21·3	27·8	30·6	13·0	5·8	21·7	28·9	28·2	12·4	5·6	22·1	31·7

Proportionate Expenditure from Public and Private Funds.

Table 21.—Proportionate Expenditure on Principal Heads of Charge from Public and Private Funds, 1896-97 and 1901-1902.

Province.	1896-97.														1901-1902.													
	Colleges.		Secondary Schools.		Primary Schools.		Training Schools.		Technical and Industrial Schools.		Indirect.		Total.		Colleges.		Secondary Schools.		Primary Schools.		Training Schools.		Technical and Industrial Schools.		Indirect.		Total.	
	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.
Bombay ...	47	53	24·6	75·4	58	42	76·5	23·5	63·1	36·9	57·6	42·4	49·3	50·7	39·3	60·7	23·2	76·8	57·2	42·8	74·8	25·2	59·9	40·1	47·8	52·2	46·2	53·8
Average for 1891-92 ...	51·4	48·6	24·8	75·2	59 4	40·6	80	20	64·2	35·8	59·2	40·8	50·9	49·1	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Here the expenditure from Public Funds shows a decrease under all heads. The large fall under the heading "Indirect" is explained by the diminished expenditure already alluded to on buildings. The proportion of public to private expenditure must not be taken as normal, because the period has been an abnormal one. Private expenditure is rising, and to some extent steps in to fill the gaps left by public scarcity, but when times of prosperity return the contribution of the State will, no doubt, increase. In Sind the relations which elsewhere exists between different forms of expenditure are to some extent reversed. The expenditure of Municipalities has increased, while that of Local Boards has fallen; and there has been large indirect expenditure upon buildings, connected with a considerable extension of primary education in that Province. It is matter for satisfaction that the generosity extended to this comparatively backward part of the Presidency is bearing good fruit.

Table 22.—Expenditure from Public Funds on certain Classes of Institutions, 1896-97 and 1901-1902.

Province.	1896-97.				1901-1902.			
	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.
Bombay ...	1,83,273	4,61,389	19,17,061	1,33,751	1,43,531	4,69,586	20,06,183	1,23,450
Percentage of Increase 1901-1902, compared with 1896-97.	...	...	...	...	—22	+2	+5	—8
1896-97 compared with 1891-92.	+21	+17	+16	+7	...	...	...	...

Arts Colleges are becoming less dependent on public aid. It has already been stated that one training institution, that at Kolhápur, has been closed. There has been a considerable increase in the fee receipts both of Arts Colleges and of special schools of various kinds.

Analysis of Expenditure from Public Funds.

Table 23.—Proportion of Direct Expenditure from Public Funds on certain classes of Institutions, 1891-92, 1896-97 and 1901-1902.

	1891-92.				1896-97.				1901-02.			
	Arts Colleges	Secondary Schools.	Primary Schools.	Training Schools.	Arts Colleges	Secondary Schools.	Primary Schools.	Training Schools.	Arts Colleges	Secondary Schools.	Primary Schools.	Training Schools.
Bombay	5·8	15·1	63·6	4·8	6·2	15·6	64·8	4·5	4·8	15·5	66·3	4·1

Table 24.—Direct Expenditure from Public Funds on Institutions according to Management, 1891-92, 1896-97 and 1901-1902.

Province.	1891-92.					1896-97.					1901-1902.				
	Under Public Management.	Per cent.	Aided.	Per cent.	Total.	Under Public Management.	Per cent.	Aided.	Per cent.	Total.	Under Public Management.	Per cent.	Aided.	Per cent.	Total.
	Rs.		Rs.		Rs.	Rs.		Rs.		Rs.	Rs.		Rs.		Rs.
Bombay...	21,59,357	83	4,40,843	17	26,00,200	24,47,052	82·7	5,12,604	17·3	29,59,656	25,21,991	83·4	5,02,908	16·6	30,24,899

The figures here show but a slight change as compared with those of ten years ago.

Average cost of each Pupil.

Table 25.—Average cost of educating each Pupil, 1891-92, 1896-97 and 1901-1902.

Class of Institution.	1891-92.				1896-97.				1901-1902.			
	Provincial Revenues.	Local and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	Local and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	Local and Municipal Funds.	Private Funds.	Total.
Colleges—Arts	108·9	10·7	129·6	249·2	109·4	10·9	122·5	242·8	68·6	7·8	111·4	187·8
Colleges—Professional...	139·9	...	91·2	231·1	50·8	...	84·2	135	72·1	...	124·9	197
Secondary Schools ...	8·1	1·2	28·2	37·5	8·5	·9	28·7	38·1	8·7	·9	32	41·6
Primary Schools... ...	1·3	2·0	2·3	5·6	1·4	1·9	2·6	5·9	1·6	2·2	2·8	6·6
Training Schools... ...	100·9	48·6	37·4	186·9	108·4	48·7	48·2	205·3	111·9	43·3	52·3	207·5
Technical and Industrial Schools	87·0	17·9	58·5	163·4	91·3	17	63·3	171·6	66	12·9	52·8	131·7

Table 26.—Average cost of educating each Pupil according to management of Institutions, 1896-97 and 1901-1902.

Management.	1896-97.						1901-1902.					
	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	Technical and Industrial Schools.	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	Technical and Industrial Schools.
Government... ...	469·7	133·6	47·3	5·8	198·9	189·6	285·9	196·2	52·8	6·4	188·1	143·1
District Board ...	...	...	17·2	5·8	462·4	148·6	...	...	15·7	6·4	326·3	84·9
Municipal	...	...	23·2	7	56·1	177·3	...	...	24·8	7·6	205·6	87·6
Native States ...	273·1	...	35·9	5·3	249·1	115·4	205·7	...	45·8	6·0	283·9	68·6
Aided	167·9	1,200	43·6	5·8	197·8	176·1	143·5	600	48·6	7·3	250·1	157·6
Unaided	39·8	...	24·1	6·2	...	...	...	...	24·1	8·4	...	147·8
Total ...	242·8	135	38·1	5·9	205·3	171·6	187·8	197·1	41·6	6·6	207·5	131·7

The fall in the cost of education per head in Arts Colleges is very marked. The decrease is most marked in regard to Government Colleges where, of course, the fees charged are higher than in others. The increased expenditure both from Provincial and Private Funds in Professional Colleges is also noteworthy. But the increase is entirely in regard to Government Colleges. The cost in Aided Colleges of this kind is only half what it was five years ago. As regards secondary schools, the increased cost is greatest in Native States. In British territory such increase as there is has fallen upon Government either directly in respect of its own schools, or indirectly in the form of grants-in-aid. In primary education there has been a rise all along the line. The increased cost in training schools is shared between Government and Private Funds. Two new normal classes for the training of female European teachers have been taken on to the aided list in the Central Division, and schools of this kind are always more expensive than the corresponding schools for natives. In Government and District Board training schools there has been a marked decrease in cost. But there has been a large increase in Municipal expenditure, as well as in that of Native States. In the sphere of technical and industrial education the fall in the cost of education is very marked in all classes of schools. There is now no unaided University College; but unaided technical schools appear to have come into existence. It would be unsafe to generalise from these statistics. With constant alternations, generally or locally, of plenty and want, sickness and health, institutions have been opened and closed most irregularly, and this has caused the most capricious fluctuation of income and expenditure.

Direct and Indirect Expenditure.

Table 27.—Proportionate Direct Expenditure from Public Funds, 1896-97 and 1901-1902.

Province.	1896-97.			1901-1902.		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Provincial Revenues.	Local Funds.	Municipal Funds.
Bombay	77·4	87·0	89·2	78·3	92·4	95·9

An increased percentage of the total has been applied to direct expenditure under each heading. I have already explained that the expenditure on buildings generally has fallen. But the circumstances are not the same throughout the Presidency. In Sind, the proportionate direct expenditure from Provincial and Local Funds has fallen from 72·7 to 68·2, and from 87·4 to 81·3, respectively, while that from Municipal Funds has risen from 72·5 to 90·8. There has been a large expenditure on buildings in that Province connected with the general expansion of primary education.

Local Fund Expenditure.

Table 28.—Distribution of Local Fund Expenditure, 1901-1902.

Province.	Colleges.		Secondary Schools.		Primary Schools.		Training Schools.		Technical and Industrial Schools.		Indirect.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Bombay	6,450	·7	5,505	·6	8,27,662	85·9	31,947	3·3	18,159	1·9	73,338	7·6
Comparative figures for 1896-97 ..	5,850	·6	7,963	·8	7,72,867	80·0	38,638	4	16,365	1·7	1,24,504	12·9

The figures in the first column relate to the Sind College. The expenditure also of Local Board Funds on secondary schools is almost wholly confined to Sind, the figure for that Province alone being Rs. 5,234. The expenditure on primary schools is the highest. The fall in indirect expenditure, due to the smaller expenditure, alluded to already, on buildings, is very marked. In the Central Division alone, the precentage of indirect expenditure for 1901-1902 is only 2·4 per cent., while in 1896-97 it was 14·5 per cent.

Municipal Fund Expenditure.

TABLE 29.—*Distribution of Municipal Expenditure, 1896-97 and 1901-1902.*

Province.	COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		TRAINING SCHOOLS.		TECHNICAL AND INDUSTRIAL SCHOOLS.		INDIRECT.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount	Percentage.	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Bombay	8,175	1·9	39,720	9·1	3,49,474	80·4	2,488	·6	17,102	3·9	17,734	4·1
Comparative figures for 1896-97 ...	10,825	2·6	35,383	8·3	3,10,406	73·0	2,821	·7	19,208	4·5	46,353	10·9

The figures in the 1st column relate to the Colleges in Ahmedabad and Karáchi. The proportion of Municipal expenditure has fallen on all classes of institutions except primary and secondary schools. The percentage on primary education in Sind has risen as much as from 49·0 in 1896-97 to 66·4 in 1901-1902, and is very high in all divisions of the Presidency.

Expenditure from Fees.

TABLE 30.—*Expenditure from Fees, 1901-1902.*

Province.	ARTS COLLEGES, ENGLISH.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		TRAINING SCHOOLS.		TECHNICAL AND INDUSTRIAL SCHOOLS.		TOTAL.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount	Percentage.	Amount.	Percentage.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Bombay	1,32,561	38	8,77,773	43·4	3,71,071	11	3,272	2	20,941	6	17,19,523	22·1
Comparative figures for 1896-97 ...	98,009	27	8,39,588	45	4,07,398	12	2,429	1·4	14,984	4·2	16,02,178	21
Percentage of Increase, 1901-1902, compared with 1896-97	+35	...	+5	...	—9	...	+35	...	+40	...	+7	...

The increase in the fee percentages in special schools and more particularly in Arts Colleges is very noticeable. Under secondary education I find that in the last five years the percentage in the Northern Division has remained stationary. In the Southern Division it has fallen from 45 to 37, and in the Central Division from 45 to 43; while in Sind it has risen from 39·1 to 42·6. Under primary education it has remained stationary in the Central Division. It has risen from 3·6 to 4·7 in Sind. In the Southern Division it has fallen from 19 to 15, and in the Northern Division from 10 to 7. Gujarát has been very seriously affected by famine: and the Southern Division contains a number of Native States which have suffered greatly both from sickness and scarcity. It will be noticed that it is only in primary schools that the amount received in the shape of fees is less than it was five years ago.

Expenditure on Scholarships.

TABLE 31.—*Expenditure on Scholarships according to Institutions and Sources, 1896-97 and 1901-1902.*

Province.	1896-97.								1901-1902.							
	Institutions.					Source.		Percentage of total expenditure.	Institutions.					Source.		Percentage of total expenditure.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Public Funds.	Private Funds.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Public Fmds.	Private Funds.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Bombay	25,760	9,960	49,332	18,550	25,509	62,289	66,822	1·75	33,413	12,270	49,742	49,281	29,950	61,331	1,13,325	2·2
Percentage of Increase or Decrease, 1901-1902, compared with 1896-97... ...	...	...	...	...	...	...	...	...	+30	+23	+1	+166	+17	−2	+70	...
1896-97 compared with 1891-92	+21	−6	+45	+42	+32	+47	+19	...	...	...	...	...	...	...	...	...

TABLE 32.—*Proportion of expenditure on Scholarships in Chief Classes of Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.					1896-97.					1901-1902.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay ...	22	11	34	13	20	20	8	38	14	20	19	7	29	28	17

I have already commented upon the flow of private charity during the last five years, during which the expenditure on scholarships has increased enormously; and under three out of the five heads in the table there has been a very great advance upon the preceding quinquennium. The proportionate expenditure on scholarships has fallen in professional and special schools, but has risen in primary and secondary schools. The total contribution from public funds has fallen. In the Province of Sind it has risen, but in the Southern and Central Divisions it has fallen owing to the depletion of local resources by plague and famine.

There is supposed to be in this Presidency a chain of public scholarships linking institutions to one another in such a way that a poor boy of ability may go by their aid from the Primary School to the University. Some of them are open, and others are reserved for Mahomedans and boys belonging to backward classes. They are awarded first upon the results of an examination to boys going from the Primary to the Anglo-Vernacular or middle stage of instruction: and again upon the results of another examination when boys go from the Middle to the High School. When a boy leaves the High School and matriculates, he is eligible for a scholarship at the College at which he enters. I am afraid, however, that these scholarships scarcely serve the purpose for which they were instituted. It has been said, indeed, by one who spoke with authority, that to him that hath shall be given: and the statistics with regard to school scholarships would appear to confirm the truth of the prophecy. Many of them are held by boys who could do perfectly well without them. Indeed in Bombay they are so little valued that there are sometimes more scholarships than candidates. It is not that there are no poor boys of ability, but that the scholarships are too small in value. When a village boy goes to the Middle School, he must leave

his home and live in a strange place. He has no resources of his own, and cannot maintain himself on a scholarship of some Rs. 3 a month. When he goes to a High School his expenses are very much greater, as these schools are all situated in towns, and, though a High School scholarship is more valuable, it is not sufficiently so to meet the greater cost of instruction and living. It seems to me, therefore, that if they are to serve their purpose, these scholarships must be doubled in value, and the holders exempted from payment of fees. It seems to me also that the Inspector of the Central Division is right in thinking that a boy who has obtained a scholarship on leaving the primary school should, if he is well reported on by his Masters, hold it until he has completed the High School course, without being subjected to the risks of a second examination in the middle. As it is, boys who obtain a Middle School scholarship not unfrequently get permission to hold it in the primary school. Being unable to afford the middle School course, they go on through the higher stages of the primary course. In this way the scholarships may, to some extent, serve the cause of primary education. This may be a good thing in itself: but it is not the end for which the scholarships were designed.

Statistics for Native States.

Table 33.—General Statistics of Education in Native States, 1896-97 and 1901-1902.

Class of Institution.	1896-97.						1901-1902.					
	Institution.		Expenditure.			Percentage from State Revenues.	Institution.		Expenditure.			Percentage from State Revenues.
	Number.	Pupils.	State Revenues.	Fees.	Total Expenditure on Native State Schools.		Number.	Pupils.	State Revenues.	Fees.	Total Expenditure on Native State Schools.	
			Rs.	Rs.	Rs.				Rs.	Rs.	Rs.	
Arts Colleges	2	218	38,883	5,148	43,931	88	3	228	30,150	8,000	44,226	82
High Schools for Boys ...	16	4,305	99,030	91,666	1,93,867	50	22	4,447	1,62,648	1,06,711	2,75,722	59
Middle Schools for Boys ...	88	5,548	75,521	35,997	1,19,836	63	93	4,543	73,010	34,187	1,12,427	65
Middle Schools for Girls ...	1	22	5,085	259	5,344	95	1	7	2,554	92	2,646	97
Primary Boys' Schools ...	2,136	1,29,159	5,14,354	71,612	6,48,567	79	2,053	1,10,560	5,46,569	60,822	6,54,728	83
Primary Girls' Schools ...	210	14,160	78,326	...	82,624	95	221	14,876	85,127	45	91,598	93
Training Schools for Masters	2	73	12,932	159	13,100	99	1	44	9,587	90	9,677	99
Training Schools for Mistresses	2	30	10,320	...	10,320	100	1	23	7,422	8	8,209	90
Industrial Schools	4	271	27,006	...	27,006	100	3	206	14,346	...	14,347	100
Other Schools	1	12	...	...	...	...	...	24	...	...	...	...
Total Expenditure on Native State Schools	2,462	1,53,798	9,39,619	2,04,841	12,30,365	76	2,398	1,34,963	9,73,678	2,09,955	12,49,874	78
Percentage of Increase, 1901-1902, compared with 1896-97	...	...	...	...	...	...	—3	—12	+4	+2	+2	...

It would appear from the first line in this table that a rise of ten in the number of pupils meant a rise of nearly Rs. 3,000 in the amount of fees. But the Principal of the Bhávnagar College tells me that he did not collect and pay in the fees for the first term of 1897 until after the end of the financial year 1896-97; and there was similar irregularity in the college at Kolhápur. In primary schools for boys there is a falling off in the number both of schools and pupils. The fee receipts consequently have diminished, and the percentage of expenditure from State revenues has increased. The number of primary schools for girls and of pupils attending them has risen. The figures with regard to training schools are explained by the closing of the school at Kolhápur which has already been alluded to. An industrial school at Vánkáner in Káthiáwár has been closed. The 24 pupils mentioned in column 8 are outsiders attached to drawing classes in the Rájkot, Jámnagar, and Jamkhandi High Schools.

A few points of general interest may be noted with regard to Káthiáwár. There was actual famine in the Province from 1899-1901, upon which cholera and fever supervened. This affected education adversely, but there has been improvement in the last year. In the five years under review the number of institutions has fallen by 6 per cent., and that of pupils by 2 per cent., but in the worst times the attendance of girls has risen and that of boys has fallen. There

is at present in Káthiáwár one school for boys to every 3½ villages, and for girls about four schools to every hundred villages. On the whole there has been during the last ten years a satisfactory rise in the proportion of pupils to population, in spite of occasional fluctuations due to unfavourable circumstances. In primary schools Mahomedans appear in excess of their proportion to the total population, and though the same cannot be said of them in regard to secondary schools and colleges, yet during the last five years the proportion in Arts Colleges has risen from 1·96 to 4·2, and in secondary schools from 5·57 to 5·97. Mahomedans are specially favoured in the matter of free studentships, and at the Mohobat Madrassa in the Mahomedan State of Junágadh secondary education is given to them quite free. As in British, so in Native territory, the number of Native Christians has greatly increased. They do not get beyond the secondary school, and none of them attend special schools. English and Eurasian pupils in Káthiáwár are mostly the children of Railway employés. Provision is made for the training of masters and mistresses, and the leading States are anxious to have properly qualified teachers in their schools. The authorities are on their guard against the feminine tendency to overdo things. It was found that the young ladies who were qualifying themselves to be teachers worked too hard and ate too little, and I read with interest that "in the Barton Female Training College Hostel the boarders are now weighed at the beginning of each month and a record is kept of their weights. Those who lose in weight are compelled to take extra nourishing food until they recover their original weight." It would be well if a similar regard to health could be enforced in all the schools and colleges in India. I am convinced by experience that nine-tenths of the sickness and weakness of college students might be prevented by a very little common sense and care. Except in Gondal, where His Highness the Thákore Sáheb has built a new high school and a college for his Girásiás, indirect expenditure, not only on buildings, but on furniture and appliances, has declined. The average cost of educating pupils has increased. The cost of Inspection has increased, because the leading States have now each to organise an Inspecting Staff of its own. There has been a very great increase in the expenditure on scholarships, especially for the pupils in primary schools. There are no professional colleges in the Province. The only two special schools are the training colleges. The Industrial School at Vánkáner has, as I have already stated, been closed.

CHAPTER III.

CONTROLLING AGENCIES.

Strength of the Inspecting Staff.

Table 34.—Classification of Inspecting Staff, 1896-97 and 1901-1902.

Province.	Educational Inspectors.		Deputy Inspectors.		Assistant Deputy Inspectors.	
	1896-97.	1901-02.	1896-97.	1901-02.	1896-97.	1901-02.
Bombay	5	4	28	25	53	51

The Educational Inspectorship in Káthiáwár has been abolished, and the Inspector has been replaced by a Deputy Inspector, who is an Agency officer. The change was made in 1900, when the management and inspection of schools in the First and Second Class States was handed over to the States themselves. Two-thirds of the schools in Káthiáwár passed by this arrangement from under the control of the Educational Department. All the changes in this table result from new arrangements in Káthiáwár.

Cost of Direction and Inspection.

Table 35.—Expenditure on Direction and Inspection from Public Funds, 1896-97 and 1901-1902.

Province.	1896-97.								1901-1902.								Percentage of Increase or Decrease.	
	Provincial Revenues.		Local Funds.		Municipal Funds.		Total.		Provincial Revenues.		Local Funds.		Municipal Funds.		Total.			
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	1901-1902 compared with 1896-97.	1896-97 compared with 1901-92.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.			
Bombay...	2,79,488	12·4	1,851	·2	5,308	1·3	2,86,647	7·9	2,73,790	12·5	3,733	·4	5,746	1·3	2,83,269	7·9	—1	+1
Increase or Decrease, 1901-1902 compared with 1896-97	...	...	...	...	...	...	...	...	—2	...	+102	...	+8	...	—1	...	...	...
1896-97 compared with 1891-92	+9	...	—6	...	+261	...	+10	...	...	...	...	...	...	...	...	...	...	...

The cost of Direction and Inspection has fallen slightly. The decrease is entirely in the contribution from Provincial Revenues. This is explained by the tenure for a considerable time of the Sind Inspectorship by a member of the subordinate service, and by the appointment of junior officers on smaller salaries to some Inspectorships. There has been a considerable rise in the contribution from Local Funds and a slight rise in that from Municipal Funds, due to the employment of additional clerks, paid from these sources, in the Deputy Inspector's Offices.

The arrangements for the inspection of schools in this Presidency were fully described by Mr. Giles in his last quinquennial report, and it is not necessary to add anything to his remarks. With regard to the agencies by which Inspectors are aided, I quote the following from the very full and interesting account of his division submitted to me by Mr. Sahasrabudhe:—"The Collectors, Assistant Collectors, and Mámlatdárs visit schools and give effective help by making valuable suggestions. Besides, every Local Board School has a committee of its own, consisting of village officers and a few leading gentlemen of the village. The

Members of these School Committees have to give periodical visits to these schools under the orders of the Collector. These committees are useful in supervising the regular working of the schools, and in collecting contributions for buildings, and improving the attendance." Mr. Prior, on the other hand, says that the School *Panches* which are elected in many villages of the Central Division, do not, taken all round, render any very effective assistance. The Native States of Bhor, Phaltan, Aundh and Akálkot devote a portion of their State revenues and Local Funds to the inspection of their schools. The larger Native States in the Southern Division have their own inspecting staff, while the schools in smaller States are inspected by Government Deputy Inspectors. Village committees exist also in Káthiáwár, in which Province schools under the Agency are also visited by the Political Officers in charge of the four Pránts. The arrangements for management and inspection of schools in Bombay are peculiar to that city. The Joint Schools Committee there administers its own Primary and Secondary Schools, and supervises and pays grants to aided primary schools out of the lump Provincial grant sanctioned for that purpose. The three Deputy Inspectors are paid largely by the Municipality—"an arrangement," Mr. Prior says, "of which I have never been able to approve, as it is not likely that an officer will care to find serious fault when he knows that by doing so he may give offence to those to whom he has to look for pay and promotion."

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

CHAPTER IV.

COLLEGIATE EDUCATION.

Results of University Examinations.

TABLE 36.—*Results of University Examinations, &c., for the two Quinquenniums, 1892-93 to 1896-97 and 1897-98 to 1901-1902.*

University.	Matriculation.			First Arts, &c.			B.A., &c.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
For the Quinquennium 1892-93 to 1896-97.									
Bombay	15,436	4,813	31·2	6,277	3,050	48·6	1,256	842	67
For the Quinquennium 1897-98 to 1901-1902.									
Bombay	16,684	5,602	33·6	6,847	3,546	51·8	1,695	1,108	65·4
Total ...	32,120	10,415	...	13,124	6,596	...	2,951	1,950	...
Percentage of Increase or Decrease in second Quinquennium	+8	+16	...	+9	+16	...	+35	+32	...

University.	M.A., &c.			Law.			Medicine.			Engineering.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
For the Quinquennium 1892-93 to 1896-97.												
Bombay	90	41	45·5	1,511	859	56·8	888	416	46·8	469	362	77·2
For the Quinquennium 1897-98 to 1901-1902.												
Bombay	128	67	52·3	2,594	957	36·9	1,524	717	47	552	381	69
Total ...	118	108	...	4,105	1,816	...	2,412	1,133	...	1,021	743	...
Percentage of Increase or Decrease in second Quinquennium	+30	+63	...	+72	+11	...	+72	+72	...	+18	+5	...

In the Arts course there has been a rise throughout in the number of candidates and, with the exception of the B.A. Examination, in the proportion of successes. The result with regard to the Matriculation Examination is rather remarkable, when the disorganization of schools by plague is taken into account. This examination is not a very satisfactory one. The numbers are unwieldy, and the work has to be divided between a very large number of Examiners, and it is difficult to believe that uniformity of standard is observed throughout. In law the number of candidates has increased enormously, but the fall in the proportion of successes to failures is very marked, and has attracted the notice of Government. I have noticed particularly among Law students that hardly any of them aim at anything higher than a mere pass. In Medicine, though the number of candidates has largely increased, the percentage of successes remains practically the same. The authorities of the Grant Medical College complain that students, when they join, do not understand English sufficiently well to follow the Lecturer. I imagine that the explanation of the difficulty is to be found in the

technical character of the vocabulary used in a Professional College. In Engineering the percentage of passes has not risen in proportion to the number of candidates. This table illustrates the great increase, which has been already noted, in the attendance at Professional Colleges. The number of candidates sent up by the three Colleges together for University Examinations has risen by 1802. The Principal of the College of Science is unable to find room for all who seek admission to his classes.

TABLE 37.—*Passes at University Arts Examinations, according to Management of Colleges 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92					1896-97.					1901-1902.				
	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total.	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total.	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total.
M.A.															
Bombay	5	1	...	...	6	8	2	...	...	10	6	6	...	...	12
B.A. and B.Sc.															
Bombay	85	47	...	...	132	71	93	...	20	184	88	123	...	33	244
Intermediate.															
Bombay	122	143	49	...	314	260	420	31	49	760	291	412	...	54	757

The Aided Colleges in the last year have passed a much higher number of candidates in the M.A. Examination than they have done in previous years. But it appears from the next table that, though they are more in number and send up more candidates, they pass a much smaller percentage than Colleges under public management do. During the last five years, as compared with the preceding quinquennium, the Aided Colleges have passed a much larger number of men than other Colleges in the B.A. and B.Sc. Examinations. But here, again, the next table shows that, though the number of Aided Colleges is larger, their percentage of successes in Arts is lower. In Science the two classes of Colleges are on a level. In Table 37 the word Intermediate, like the words "First Arts" in the preceding table, includes the Previous Examination and the First B.Sc. Examination. The number of passes in Aided Colleges is larger throughout, but the percentage of successes in Public Colleges is higher. In the Previous Examination, which is the first and easiest of all, the Aided Colleges have the advantage both in number and proportionate successes. In the first examination for the degree of B.Sc., Public Colleges have the advantage.

I have obtained by a different analysis the following results which will be of interest in Bombay:—For the B.Sc. Examination in the last five years two candidates have been sent up from Elphinstone College, of whom one passed in the second class; twelve from Wilson College, of whom one passed in the first, five in the second and five in the third class; one from St. Xavier's College, who passed in the second class; three from Fergusson College, of whom two passed in the third class; five from Baroda College, of whom one passed in the second, and four in the third class; two from the Sind College, who passed in the third class; seven from the College of Science, of whom one passed in the first, one in the second, and five in the third class. For the M.A. Examination, forty-nine candidates appeared from Elphinstone College, of whom two passed in the first class, six in the second, and nineteen in the third, giving a total of 55 per cent.; thirteen from Deccan College, of whom four passed in the second, and six in the third class—a total of 77 per cent.; seventeen from Wilson College, of whom two passed in the second, and six in the third class—a total of 47 per cent.; two from Fergusson College, who passed in the third class; two from Baroda, of whom one passed in the first and one in the third class; one from Gujarát College, who passed in the third class; four from Samaldas College, of whom one passed in the second class; six from the Sind College, of whom two passed in the

third class; of those who went from St. Xavier's College, seven passed in the second and two in the third class. The total number sent up is not reported. The number of candidates for the Master's Degree must always be small, because few but those who hold Dakshina Fellowships can afford the two years' study which it requires. With a view to giving a general idea of the results of College work as tested by examinations, I have given in the appendix a table showing the percentages of passes in each class at each of the examinations up to and including the B.A. degree to the number of candidates sent up from each College during the last five years.

TABLE 38.—*Results of University Arts Examinations according to Management of Colleges, 1901-1902.*

Examination.	Public Management.				Aided.				Unaided.				Private Students.			Total.			
	Colleges.	Total Candidates.	Successful Candidates.	Percentage.	Colleges.	Total Candidates.	Successful Candidates.	Percentage.	Colleges.	Total Candidates.	Successful Candidates.	Percentage.	Total Candidates.	Successful Candidates.	Percentage.	Colleges.	Total Candidates.	Successful Candidates.	Percentage.
Master of Arts	2	13	6	46·2	4	20	6	30·	...	...	...	...	...	...	...	6	33	12	36·4
Bachelor of Arts ...	4	117	85	72·6	5	176	120	68·2	...	...	...	...	91	33	36·3	9	384	238	62·
Bachelor of Science ...	2	3	3	100·	2	3	3	100·	...	...	...	...	...	...	...	4	6	6	100·
Intermediate Examination	5	216	124	57·4	5	273	153	56·	...	...	...	...	70	32	45·7	10	559	309	55·3
First B.Sc.	2	7	3	42·9	2	7	2	28·6	...	...	...	...	...	...	...	4	14	5	35·7
Previous Examination	5	309	164	53·1	5	439	257	58·5	...	...	...	...	68	22	32·3	10	816	443	54·3

University Finance.

TABLE 39.—*Expenditure on University, 1901-1902.*

University.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Other sources.	Total.
			Rs.	Rs.	Rs.
Bombay	...	...	1,78,513	27,695	2,06,208
Figures for 1896-97 ..	...	...	1,65,152	19,828	1,84,980
Percentage of Increase or Decrease	...	...	+8	+40	+11

The University receives nothing from the State. The income is derived from fees and endowments.

Progress of Arts Colleges.

TABLE 40.—*Progress of Arts Colleges, 1891-92 to 1901-1902.*

Province.	Number of Students.											Average for five years.		Number of Boys of school-going age of whom one was attending an Arts College.		
	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	1892-93 to 1896-97.	1897-98 to 1901-1902.	1891-92.	1896-97.	1901-1902.
Bombay	1,332	1,572	1,504	1,653	1,669	1,064	1,656	1,843	1,744	1,826	1,941	1,492	1,802	1,574	1,962	1,009
Percentage of Increase or Decrease compared with the preceding column		+3	+18	−4	+10	+1	−36	+56	+11	−5	+5	+6	...	+21	...	−25	+49

This table clearly exemplifies the fluctuations in attendance caused by plague. The rise from 1,492 to 1,802, shown in the last quinquennium, is more apparent than real because in 1896-97 there were fewer students present in the Colleges than in any other year. The figure +49 in the last column is calculated on the census returns for 1901-02 which show a decrease of population.

General Statistics of Arts Colleges.

TABLE 41.—*General Statistics of Arts Colleges according to management, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.								1896-97.							
	Under Public Management.		Aided.		Unaided.		Total.		Under Public Management.		Aided.		Unaided.		Total.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
Bombay	4	476	4	613	1	243	9	1,332	4	544	5	520	1	...	10	1,064
Percentage of Increase or Decrease compared with preceding year ...	...	+·6	...	—·6	...	+22	...	+3	...	+·4	...	+52	...	—100	...	—36

Province.	1901-1902.								Percentage of Increase or Decrease.			
	Under Public Management.		Aided.		Unaided.		Total.		1901-02 compared with 1896-97.		1896-97 compared with 1891-92.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
Bombay	5	713	5	1,228	...	...	10	1,941	...	+82	+11	—20
Percentage of Increase or Decrease compared with preceding year ...	+25	+17	...	+9	...	...	+11	+63	...	...	...	...

The new College in Junágadh explains the addition to the number of Colleges under public management. The new aided College which appears in 1896-97 is the Fergusson College. The unaided College which appears without any pupils in 1896-97 is the Maharashtra College, which was closed on account of plague on the 31st March 1897. This College, which taught only up to the Previous Examination, has now ceased to exist, as also has the Mahratta College which was opened in 1897-98 and disappeared in 1899-1900. The College at Kolhápur is now the only one in the Presidency which does not teach up to the B.A. Degree. The large increase in the number of College students during the last five years is apparent only since, as already explained, the figures for 1896-97 give only students actually present at the College at the end of March in that year, and not the number actually reading for University Examinations. The same remark applies to the figures in the next table. The actual number in aided Colleges must always be expected to exceed those in other College because of the lower rate of fees charged in many of them.

TABLE 42.—*Proportion of Students in Arts Colleges according to management, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.			1896-97.			1901-1902.		
	Under Public Management.	Aided.	Unaided.	Under Public Management.	Aided.	Unaided.	Under Public Management.	Aided.	Unaided.
Bombay	36	46	18	51	49	...	37	63	...

Expenditure on Arts Colleges.

TABLE 43.—*Expenditure on Arts Colleges, 1896-97 and 1901-1902.*

Province.	1896-97.							1901-1902.							Percentage of Increase.	
	Provincial Revenues.			Municipal and Local Funds.	Fees.	Other Sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Public Management.	Aided.	Total.					Public Management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bombay	1,16,656	49,942	1,66,598	16,675	98,009	88,252	3,69,534	80,971	47,935	1,28,906	14,625	1,32,561	76,732	3,52,824	—5	+18
Percentage of Increase or Decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	...	...	—31	—4	—23	—12	+35	—13	—5	...	...
Percentage of Increase or Decrease, 1896-97, compared with 1891-92	+24	+16	+21	+23	+12	+16	+18	...	...	...	...	...	...	...	...	...

Here the most striking feature is the decrease in the expenditure from public funds, and the increase under the head of fees. With regard to the item "other sources" there has been a much smaller expenditure on scholarships owing to the constant closing of colleges caused by plague. There has been no real diminution in the grants to aided colleges which are fixed. The Principal of the Gujarát College in making up his accounts has forgotten to include a sum of Rs. 1,800 which he received for the payment of the Dakshina Fellows attached to the College. The contribution from Local and Municipal Funds in this table and the one that follows is paid to the Colleges in Ahmedabad and Karáchi as explained on page 13.

Expenditure from Public Funds on Arts Colleges.

TABLE 44.—*Percentage of Direct Expenditure from Public Funds on Arts Colleges, 1901-1902.*

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.
Bombay	7·5	·7	2

Average Cost of each Student in Arts Colleges.

TABLE 45.—*Average cost of each student in Arts Colleges according to management, 1891-92, 1896-97 and 1901-1902.*

Management.	1891-92.	1896-97.	1901-1902.
	Rs.	Rs.	Rs.
Government	411	470	286
Municipal	...	...	...
Native States	435	273	206
Aided	222	168	144
Unaided	31	40	...
Average ...	249	243	188

This table shows a large decrease in the cost of educating each student in every class of College. The figures of course are affected by the constant suspension of scholarships mentioned in the last paragraph. And all figures relating to institutions under Government management are affected by the occasional absence of European Officers on furlough and the employment of Native Officers on lower salaries to do their work.

TABLE 46.—*Expenditure from Provincial Revenues on each student in Aided Colleges, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.	1896-97.	1901-02.
Bombay	74	53	41

The figures here are explained by the increase in the number of students in Aided Colleges.

Fees in Arts Colleges.

TABLE 47.—*Average rate of Fees in Arts Colleges according to management, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.						1896-97.						1901-1902.					
	Under Public Management.	Percentage of total expenditure.	Aided.	Percentage of total expenditure.	Unaided.	Percentage of total expenditure.	Under Public Management.	Percentage of total expenditure.	Aided.	Percentage of total expenditure.	Unaided.	Percentage of total expenditure.	Under Public Management.	Percentage of total expenditure.	Aided.	Percentage of total expenditure.	Unaided.	Percentage of total expenditure.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Bombay	89·1	21·5	71·1	32·0	31·1	100	75	18·4	60·4	35·9	39·8	100	76·3	29·2	67·1	46·7	...	...

The figures here are obtained by dividing the total fee receipts by the average daily number of students. The figures for Colleges under public management would be higher but for the inclusion under this heading of the Colleges in Native States. For the purposes of this table these Colleges have hitherto been classified as unaided, a course which it seems undesirable to retain as there are no unaided Colleges in this Presidency, *i.e.* there are no private institutions receiving no assistance from the State. The increased percentage of the total expenditure

derived from fees in the last five years corresponds wit the figures given in Table XLIII. The percentage is higher in aided Colleges than in those under Government management because the total expenditure in them is less.

The salaries are higher in Government Colleges, and the difference is made good from Provincial Revenues. In the Fergusson College the Professors receive less than Rs. 100 a month.

Scholarships in Arts Colleges.

TABLE 48.—*Expenditure on Scholarships in Arts Colleges, 1901-1902.*

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other Sources.	Total.	Percentage of Total Expenditure on Scholarships.
Bombay	6,404	...	...	27,009	33,413	19
Comparative figures for 1896-1897.	8,284	...	...	17,476	25,760	20
Percentage of Increase ...	—23	...	...	+55	+30	.....

The withdrawal of a sum of Rs. 1,000 formerly allowed to the Gujarát College for Scholarships largely explain the decrease in Column 1.

In explanation of the heading "Other sources" I may state that a number of University Scholarships are held by under-graduates, and that there are a number of private Scholarships tenable by inhabitants of certain districts and members of particular communities.

Law Colleges and Schools.

TABLE 49.—*Statistics of Law Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.				1896-97.				1901-1902.			
	Colleges.	Students	Schools.	Pupils.	Colleges.	Students	Schools.	Pupils.	Colleges.	Students	Schools.	Pupils.
Bombay ...	2	223	...	—	2	406	...	...	2	348	...	...

The two Colleges are the Government Law School in Bombay, the only institution from which students can go up for the Second LL.B. Examination, and the Law Class the lectures of which are given and the library is placed in the Deccan College in Poona. The Law Class in Poona as distinguished from similar classes in other places is counted as a College because it is really independent of the Arts College, and is largely attended by members who have no connection with the Deccan College; whereas in other places the Law Class is practically a College Class, and is attended only by members of the College to which it is attached. The decrease in the number in 1901-1902 is due to the greater strictness shown by the Principal of the Bombay Law School in the matter of allowing pupils to take advantage of the permission accorded by the University to keep terms without attendance in times of plague. The concession had been abused and had been taken advantage of by those for whom it was never intended. It was refused in the middle of the year to a number of students who had made no attempt to attend during the first term.

TABLE 50.—*Expenditure on Law Institutions for 1901-1902.*

Province.	Provincial Revenues.	Fees.	Other Sources.	Total.
Bombay	2,272	21,942	2,580	26,794
Comparative figures for 1896-97 ...	—9,598	22,103	2,535	15,040

In the year 1896-97 the expenditure was less than the income by the sum of Rs. 9,598, which was credited to Government. An explanation of the increased costliness of the school subsequently has already been given.

TABLE 51.—*Results of University Examinations in Law, 1891-92, 1896-97 to 1901-1902.*

Examinations.	1891-92.		1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Doctor of Law... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law (Second LL. B) ...	87	35	175	77	157	74	198	42	232	96	224	65	216	142
First LL. B.	52	19	244	148	252	98	339	105	407	85	274	125	295	125

The figures in the upper line relate to the Government Law School in Bombay alone. They are not very satisfactory. But in justice to the authorities it must be remembered that a great number of candidates are what in Arts Colleges are called ex-students, and that the Principal of the College cannot, or thinks that he cannot, compel the attendance of any student at more than a small proportion of the total number of lectures delivered in a year. The figures in the second line are for the Law Classes attached to up-country Colleges. They are not satisfactory. Some allowance in both cases must be made for the disorganization caused by plague.

TABLE 52.—*Results of University Examinations in Law according to Management of Colleges, 1901-1902.*

Examinations.	Under Public Management.				Aided.				Private Students.			Total.			
	Colleges.	Total Candidates.	Successful Candidates.	Percentage.	Colleges.	Total Candidates.	Successful Candidates.	Percentage.	Total Candidates.	Successful Candidates.	Percentage.	Colleges.	Total Candidates.	Successful Candidates.	Percentage.
Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	1	216	142	65·7	...	...	...	...	...	...	...	1	216	142	65·7
First L.L.B.	4	263	116	44·1	2	32	9	28·1	...	...	...	6	295	125	42·4

The Aided Colleges entered in this table are those at Karáchi and Ahmedabad. The four classes, which here appear as Colleges under public management, are at Poona, Bhávnagar, Baroda, and the First LL.B. Class at the Government Law School in Bombay.

Medical Colleges and Schools.

TABLE 53.—*Statistics of Medical Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.				1896-97.				1901-1902.			
	Colleges.	Students.	Schools.	Pupils.	Colleges.	Students.	Schools.	Pupils.	Colleges.	Students.	Schools.	Pupils.
Bombay ...	1	222	4	216	1	279	4	203	1	559	4	235

The College in this table is the Grant Medical College in Bombay. The four schools are at different centres in the Presidency. There has been an increase in the number of students at Bombay, but not quite so large as would appear because of the peculiar circumstances of 1896-97.

TABLE 54.—*Expenditure on Medical Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.				1896-97.				1901-1902.			
	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay ...	33,886	1,497	21,911	59,483	27,957	2,124	28,906	62,117	33,206	1,832	75,721	1,13,596

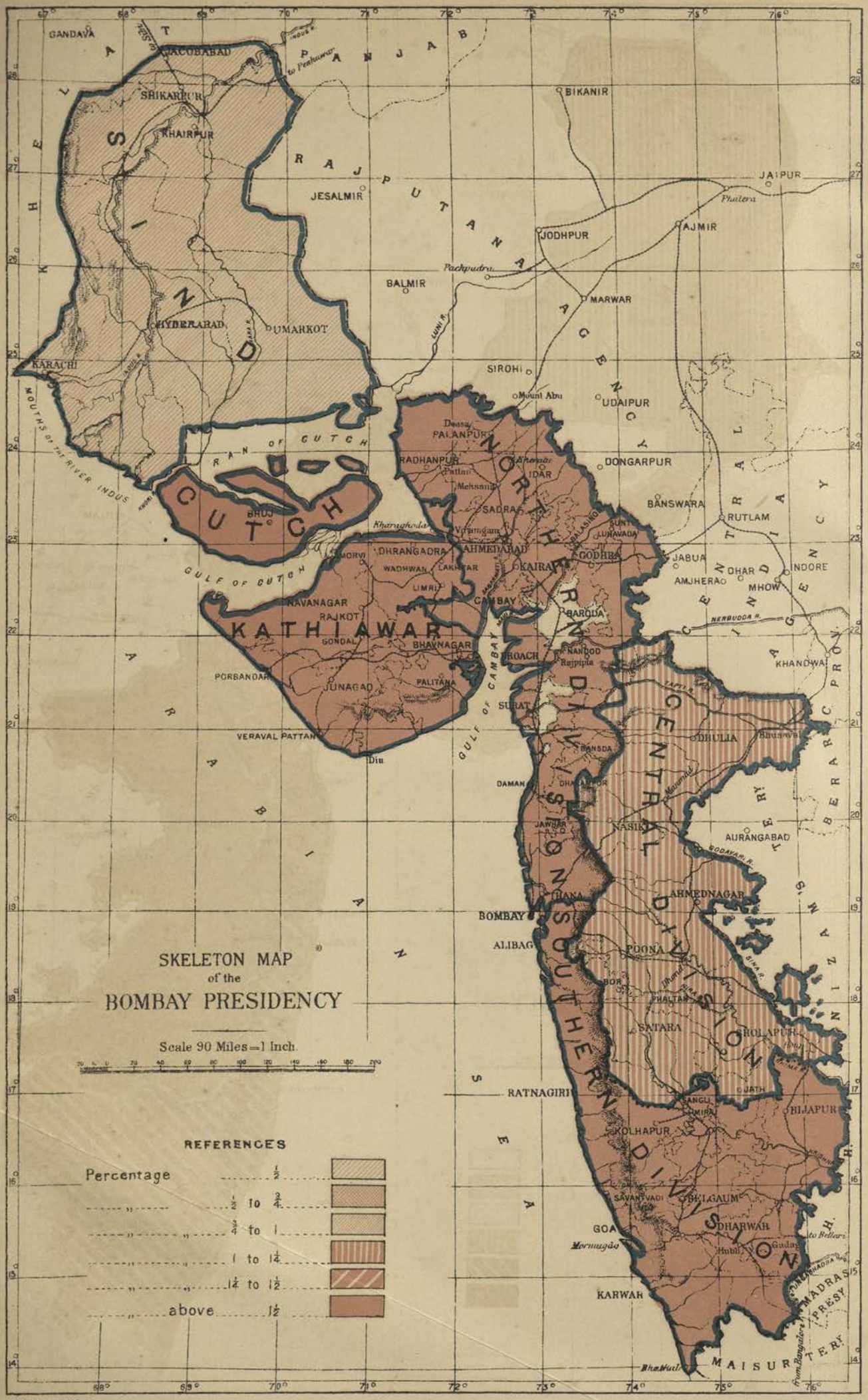
The charges of the Grant Medical College are paid by the Medical Department, and do not appear in the Report of the Director of Public Instruction. The total for fees includes the fees at the Grant Medical College which alone amount for this year to Rs. 74,231. The expenditure columns show the total expenditure upon schools, but the fee expenditure only at the Grant Medical College. From Provincial Revenues the contribution to the schools for last year was Rs. 12,105 for the school at Poona, Rs. 14,064 for that at Ahmedabad, Rs. 7,037 for the two schools, one for males and the other for females, at Hyderabad. The two Hyderabad schools also received a contribution of Rs. 1,832 from Local Funds. The fees in Poona amounted to Rs. 234, in Ahmedabad to Rs. 1,256. In Hyderabad no fee is charged. The final "Total" is not the sum of the preceding figures, but includes endowments and donations.

TABLE 55.—*Results of University Examinations in Medicine, 1891-92, and 1896-97 to 1901-1902.*

Examination.	1891-92.		1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
M. D.	1	1	1	...	...	...	...	...	...	...	...	...	...	...
M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. & S.	45	22	32	13	37	11	53	20	54	14	61	22	62	28
First M. B. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Second L. M. & S...	69	21	84	39	71	37	69	27	87	32	132	54	169	90
First L. M. & S....	61	20	95	35	121	41	128	52	148	87	175	98	157	104

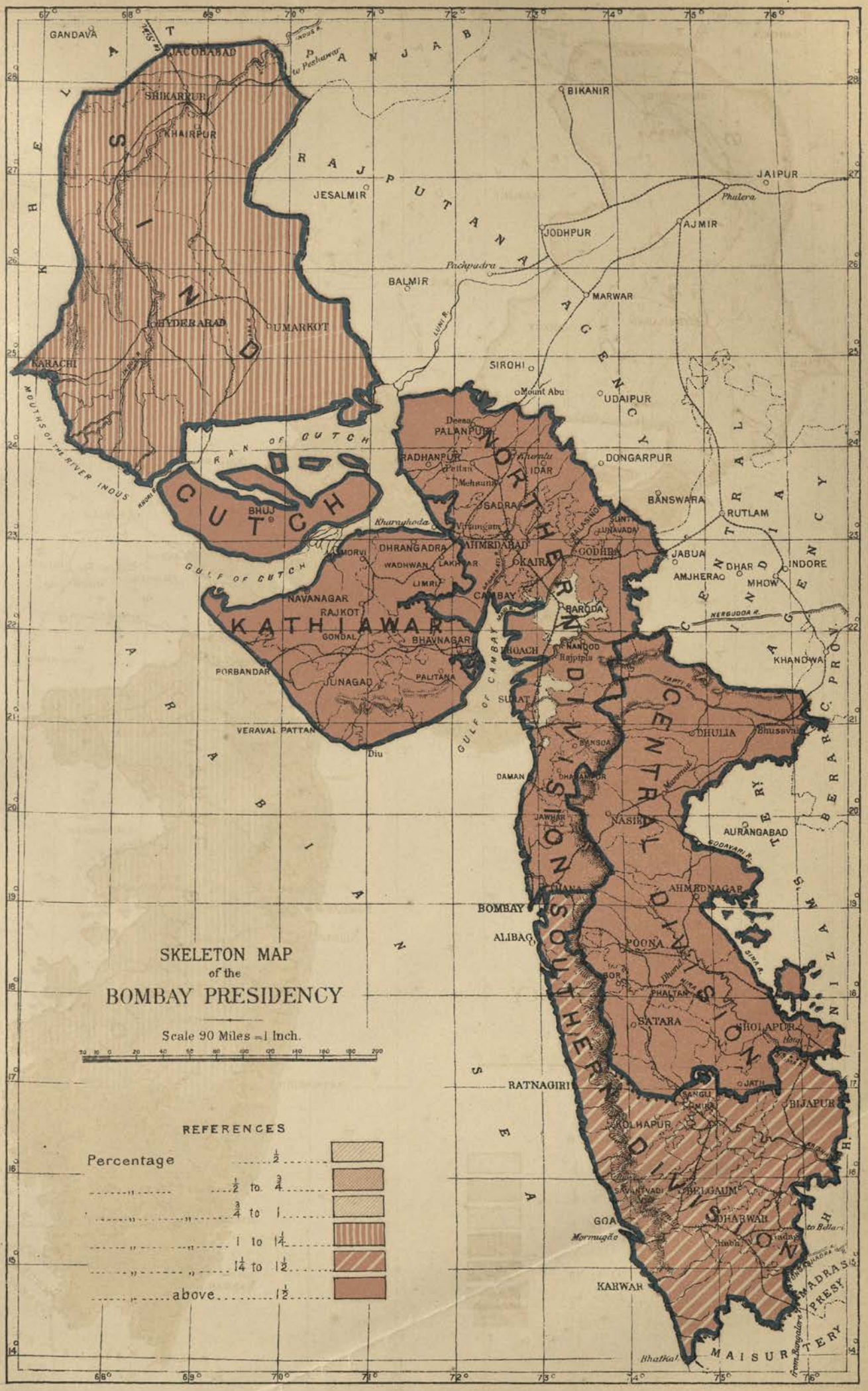
Before quitting the subject of Collegiate Education I may make a few remarks on the history of the University during the last five years. His Excellency the Governor in Council now exercises the power reserved to him under the Act of Incorporation to give or refuse his sanction to all regulations passed by the Senate including proposals to recognise and affiliate Colleges. One new degree has been instituted, that of Licentiate in Agriculture. The Deans of the different Faculties have been added as *ex-officio* members to the Syndicate. The study of History has, in my opinion very unwisely, been separated from that of philosophy for the M. A. degree. The studies were originally separated, but they were combined many years ago after the example of the Oxford School of *literae humaniores* and I think that Bombay would have done well to abide by the example of the older University. The Oral Examinations in languages have been discontinued in the Previous and Intermediate Examinations, and re-introduced into the B. A. Examination—a distinction which can only be justified on the practical ground of convenience. The number of candidates for the lower Examinations is very large, and the length of time required for the Oral Examination caused great delay and discomfort to them. The three Vernaculars, Maráthi, Gujaráti, and Kánarese have now been admitted side by side with Classical Languages, into the curriculum for the M. A. School of Language and Literature. Mr. Paranjpe, formerly an undergraduate of Fergusson College, was in the year 1900 bracketed Senior wrangler at Cambridge, and was placed in the First Division of the First Class in the second part of the Tripos Examination. He was subsequently elected a Fellow of St. John's. On his return to India he became a Professor in his old College, of which he is now Acting Principal. It is worth remarking that the present Professor of Mathematics in Deccan College, Mr. Wilkinson, who has been appointed to the Educational service in the last five years, was second Wrangler, and obtained the same honours as Mr. Paranjpe in the second part of the examination. Three Graduates of the Bombay University, Mr. Bhor of Deccan College, and two brothers named Cama from Elphinstone College, passed high into the Indian Civil Service last year. Mr. Bhor was a Bachelor of Arts, who took a second class with Philosophy and Logic as his voluntary subject. The brothers Cama took each a first Class here in the M. A. School of Mathematics and were Wranglers at Cambridge but they were placed below Mr. Bhor, who was trained at Mr. Wren's School, in the Civil Service Examination. The Government of India Scholarship was awarded to one of them. With regard to the award of this Scholarship I would suggest that the regulations should be so altered as to allow the Syndicate, in assigning it, to take account of the circumstances of the applicants. I believe that the two Camas were well off. I know that Mr. Bhor was poor, and that his family could with difficulty manage to send him to England. One of the Cama brothers was unfortunately killed by a fall from his horse after he had passed into the Civil Service, and a fund has been collected to establish some memorial of him in his own College in Bombay. The career of these twin-brothers has been brilliant throughout.

1896-97 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN



Drawn By J. M. Preto

Percentage		Percentage	
Bombay Presidency	1·4	Kathiawar	2·7
Central Division	1	Southern Division	1·6
		Sind	·4


SKELETON MAP
of the
BOMBAY PRESIDENCY
Scale 90 Miles = 1 Inch.
REFERENCES
Percentage ..... ½
..... ½ to ¾
..... ¾ to 1
..... 1 to 1¼
..... 1¼ to 1½
..... above 1½
SINDH
CUTCH
KATHIAWAR
NORTHERN DIVISION
CENTRAL DIVISION
SOUTHERN DIVISION
KARACHI
HYDERABAD
UMARKOT
SHIKARPUR
KHAIRPUR
JACOBABAD
GANDAVA
JESALMIR
BIKANIR
JODHPUR
JAIPUR
AJMIR
MARWAR
BALMIR
SIROHI
Mount Abu
UDAIPUR
DONGARPUR
BANSWARA
RUTLAM
PALANPUR
RADHANPUR
IDAR
SADRA
AHMEDABAD
GODHRA
DHRANGADRA
BHUJ
NAVANAGAR
RAJKOT
GONDAL
BHAVNAGAR
PORBANDAR
JUNAGAD
PALITANA
VERAVAL PATTAN
Diu
CAMBAY
BARODA
BROACH
SURAT
DHULIA
NASIK
AURANGABAD
AHMEDNAGAR
BOMBAY
ALIBAG
POONA
SATARA
SHOLAPUR
RATNAGIRI
KOLHAPUR
BIJAPUR
BELGAUM
DHARWAR
GOA
KARWAR
MAISUR
INDORE
DHAR
MHOW
AMJHERA
JABUA
KHANDWA
DAMAN
JAWHAR
PHALTAN
JATH
SANGLI
Mormugão
Bhatkal
Pachpadra
Phulera
Deesa
Kharaghoda
Viramgam
Mehsana
Dehgam
Kalol
Sunth
Lunawada
Nandod
Rajpipla
Dharampur
Mahad
Wai
Miraj
Gadag
Hubli
Belgaum
Savantvadi
Bhusaval
Jalgaon
Manmad
Harsul
Dhond
Sirur
Karad
Satara
Jath
Sangli
Miraj
Gadag
Hubli
Belgaum
Savantvadi
Dharwar
Karwar
Goa
Mormugão
Bhatkal
Sholapur
Bijapur
Kolhapur
Ratnagiri
Alibag
Bombay
Poona
Satara
Phaltan
Nasik
Aurangabad
Ahmednagar
Jawhar
Daman
Bhusaval
Dhulia
Surat
Broach
Cambay
Baroda
Godhra
Jabua
Amjhera
Dhar
Indore
Mhow
Khandwa
Rutlam
Banswara
Dongarpur
Udaipur
Sirohi
Marwar
Balmir
Jesalmir
Bikanir
Jaipur
Ajmir
Jodhpur
Phulera
Pachpadra
Radhanpur
Palanpur
Idar
Sadra
Ahmedabad
Dhrangadra
Bhuj
Navanagar
Rajkot
Gondal
Bhavnagar
Porbandar
Junagad
Palitana
Veraval Pattan
Diu
Jacobabad
Shikarpur
Khairpur
Gandava
Karachi
Hyderabad
Umarkot
Cutch
Kathiawar
Sindh
Rajputana
Gulf of Cutch
Gulf of Cambay
Arabian Sea
Mouths of the River Indus
Rann of Cutch
Central India Agency
Western Ghats
Deccan
Berar
Nizam's Dominions
Madras Presidency
Mysore
Goa
Bombay Presidency
Central India Agency
Rajputana Agency
Western India States Agency
Berar
Nizam's Dominions
Madras Presidency
Mysore
Goa
Arabian Sea
Gulf of Cambay
Gulf of Cutch
Rann of Cutch
Mouths of the River Indus
Western Ghats
Deccan

CHAPTER V.

Secondary Education.

Character and scope of Secondary Education.—I may repeat the brief remarks with which this subject was introduced in the last quinquennial report: "Secondary education in the Bombay Presidency may be defined as that education, other than special, in which English is the main feature of the curriculum and which leads up to the Collegiate course or to the School Final Examination. The definition is not complete, for there is an examination qualifying for admission to the lower grades of the Public Service which is equal in curriculum to Standard V of the High School course. The main feature of secondary education in Bombay is that it does not recognize what are called Middle Vernacular Schools. The Vernacular instruction given in the highest standards of a primary school is, it is true, carried on partially in the lower standards of a secondary school, but the main object in Bombay is to keep the primary and secondary schools absolutely distinct and to have a primary course complete in itself, and not sacrificed to the secondary course in any respect." During the last five years drawing has been made a compulsory subject in the first five standards of Government High Schools. Drill and gymnastics are taught by a special master, at least in all Government schools. The chief wants of High Schools are good play grounds and hostels. During the last five years a Secondary Teacher's Certificate Examination has been established which every new master in a Government High School must pass before he is confirmed in his appointment.

TABLE 56.—*Comparative Statistics of English Secondary Schools for boys, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.		1896-97.				1901-1902.			
	Schools.	Pupils.	Schools.	Pupils.	Percentage of Increase or Decrease.		Schools.	Pupils.	Percentage of Increase or Decrease.	
					Schools.	Pupils.			Schools.	Pupils.
Bombay	352	39,368	403	32,878	+14	—16	427	43,397	+6	+32

General Statistics of Secondary Schools.—So far as Bombay is concerned, the word English in the heading to the above table is superfluous, as English is taught in all secondary schools. This table and the next show a satisfactory recovery from the depression of 1896-97.

TABLE 57.—*Number of Pupils in Secondary Schools for Boys, 1891-92 and 1896-97 to 1901-1902.*

Province.	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	Percentage of Increase or Decrease 1901-1902, compared with 1896-97.
Bombay	39,368	32,878	37,684	39,422	42,462	42,554	43,397	+32
Percentage of Increase compared with preceding year	+4	—29	+14	+5	+8	+·2	+2	.....

Stages of Instruction in Secondary Schools.

TABLE 58.—*Stages of instruction in Secondary Schools for boys, 1896-97 to 1901-1902.*

Stage.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
High	12,011	36·5	14,598	38·7	15,622	39·6	17,011	40·1	16,739	39 3	16,533	38·1
Middle	18,070	54·9	19,303	51·2	19,790	50·2	21,275	50·1	21,550	50 6	22,565	52·
Upper Primary ...	1,114	3·4	1,491	4·	1,561	4·	1,579	3·7	1,680	4·	1,693	3·9
Lower Primary (A) ...	1,498	4·6	2,169	5·8	2,293	5·8	2,488	5·9	2,453	5·8	2,524	5·8
Lower Primary (B) ...	185	·6	123	·3	156	·4	109	·2	132	·3	77	·2
Total ...	32,878	...	37,684	...	39,422	...	42,462	...	42,554	...	43,397	...

It may be convenient to explain that the word *High* means the 4th, 5th, 6th and 7th, or for Europeans and Eurasians the 7th, 8th and 9th Standards; and the word *Middle* the 1st, 2nd and 3rd, or for Europeans and Eurasians the 5th and 6th of the secondary course. The statistics for upper and lower primary are for Europeans and Eurasians only, who are taught English and in English from the beginning. The lower primary stage includes the Preparatory or Infant classes and Standards 1 and 2 of European and Eurasian schools. The upper primary stage includes the 3rd and 4th European and Eurasian Standards.

TABLE 59.—*Proportion of boys in secondary stages, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.		1896-97.		1901-1902.	
	Boys in High and Middle Stages.	Percentage of Male Population of school-going age.	Boys in High and Middle Stages.	Percentage of Male Population of school-going age.	Boys in High and Middle Stages.	Percentage of Male Population of school-going age.
Bombay ...	34,986	1·68	29,942	1·43	38,941	1·98

TABLE 60.—*English Secondary Schools for boys according to management, 1896-97 and 1901-1902.*

Province.	1896-97.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	26	5,780	84	3,612	104	9,853	132	10,878	57	2,755	403	32,878
Percentage of Increase or Decrease—												
1901-1902, compared with 1896-97	...	...	...	...	...	...	...	...	...	...	...	...
1896-97, compared with 1891-92	—7	—20	+1	+4	+39	+53	+20	—27	+2	—62	+14	—16

	1901-1902.											
Bombay	26	6,454	74	4,123	115	8,990	132	14,428	80	9,402	427	43,397
Percentage of Increase or Decrease—												
1901-1902, compared with 1896-97	...	+12	—12	+14	+11	—9	...	+33	+40	+241	+6	+32
1896-97, compared with 1891-92...	...	...	...	...	...	...	...	...	...	...	...	...

Government schools show a rise in the number of pupils. District and Municipal schools have fallen in number, but there are more pupils. Native States have more schools, but fewer pupils. Aided schools have more pupils. Unaided schools show an increase in the number both of schools and pupils. The best and the largest of the unaided schools are in Bombay. The Educational Inspector in Sind also singles out for special commendation among aided schools the Sind Madressa under Mr. Percy Hide. The Inspector in the Southern Division reports that the unaided middle schools are generally of unsteady character, most of them being started by unpassed and incompetent men merely to earn a livelihood. Such schools, consequently, do not serve any useful purpose, but, on the contrary, spoil discipline. The next table shows a very large increase both in the number of these schools and in the attendance at them.

TABLE 61.—*English Secondary Schools for boys according to grade, 1901-1902.*

Province.	High Schools.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	20	5,356	1	158	22	4,447	39	8,705	23	6,753	105	25,419
Percentage of Increase or Decrease compared with 1896-97	...	+8	...	+44	+38	+3	+3	+60	+64	+320	+18	+60

Province.	Middle Schools.										Percentage of Increase or Decrease compared with 1896-97.			
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.		High Schools.		Middle Schools.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	6	1,098	73	3,965	93	4,543	93	5,723	57	2,649	322	17,978	+18	+60	+3	+6
Percentage of Increase or Decrease compared with 1896-97	...	+29	−12	+13	+6	−18	−1	+5	+33	+57	+3	+6	...	...	...	...

Excluding unaided schools, it appears that in British territory the increase in attendance in the high stage has been less in Government than in aided schools. The fees in Government schools are higher. In the middle stage, Government schools show the greatest increase. There is only one Municipal High School, that at Pandharpur. The management of it has been very bad and has attracted the notice of Government.

TABLE 62.—*Average number of pupils in Secondary Schools for boys, 1896-97 and 1901-1902.*

According to management.	1896-97.		1901-1902.	
	English High.	English Middle.	English High.	English Middle.
Government	247	141	268	183
Board	110	42	158	54
Native States	269	63	202	49
Aided	143	58	223	62
Unaided	115	39	294	46
Average ...	178	54	242	56

These figures show a rise everywhere except in Native States. Káthiáwár was in some years severely affected by famine, and the states in the Southern Division suffered both from plague and famine. Speaking generally, the figures for 1896-97 were much too low. Owing to differing circumstances in various parts, the figures throw little light on the general state of education. For example, in the Southern Division, the average number in aided High Schools during the last five years has fallen from 295 to 175, and in Middle Schools from 105 to 90.

Table 63.—Percentage of Pupils in daily attendance in English Secondary Schools for boys, 1891-1892, 1896-97 and 1901-1902.

Management.	1891-1892.	1896-1897.	1901-1902.
Government	89	88	88
Board	83	85	86
Native States	84	85	83
Aided	85	85	85
Unaided	86	85	85

Table 64.—Proportion of Pupils learning English in English Secondary Schools for boys, 1901-1902.

Province.	Total of Pupils in English Secondary Schools.	Number learning English.	Percentage learning English.
Bombay	43,397	43,384	99·97
Figures for 1896-97	32,878	32,872	99·98
Figures for 1891-92	39,368	39,242	99·68

Practically all pupils in secondary schools learn English. It is only in Káthiáwár that a few are allowed to learn Gujarati only.

Table 65.—Statistics of Matriculation Examination, 1891-92, 1896-97 and 1901-1902.

Province.	1891-92.		1896-97.		1901-1902.	
	Schools.	Passes.	Schools.	Passes.	Schools.	Passes.
Bombay	83	898	95	1,189	117	1,162
Percentage of Increase compared with preceding year	+4	+24	+1	+32	+5	+4

Here the percentage of passes is very much less than it was five years ago. I have spoken already of the uncertain standard of the Matriculation Examination. But allowance must be made for the disturbance of school studies by plague. It will appear from the next table that schools under public management, that is, Government and Native States Schools, have succeeded best. In the University School Final Examination, which like the Matriculation Examination is conducted by the University, the number of competing schools rose from 59 in 1896-97 to 77 in 1901-1902. The number of candidates fell from 1416 to 1162, and the percentage of passes rose from 18 to 26. This examination is not popular, and fails to attract promising youths who are unwilling to shut themselves out from a University career if other things fail. For the second

Grade Public Service Certificate Examination the number of competing schools rose from 54 to 66, and the number of candidates from 706 to 895, but the percentage of passes was only 44 as against 53 in 1896-97. In the 3rd Grade Public Service Examination the number of competing schools fell from 1,002 to 843, and the number of candidates from 4,253 to 3,470. The percentage of passes rose from 38 to 45.

TABLE 66.—*Results of Matriculation Examination (Boys only), according to Management of Schools, 1901-1902.*

Province.	Under Public Management.				Aided.				Unaided.				Private Students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bombay ...	45	1,046	534	51·1	39	542	267	49·3	33	619	219	35·4	1,427	142	10·0	117	3,634	1,162	32·0

TABLE 67.—*Results of Middle School Examination (Boys only), according to Management of Schools, 1901-1902.*

Province.	Under Public Management.				Aided.				Unaided.				Private.			Total.			
	Schools.	Successful candidates.	Total candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bombay...	92	1,439	874	60·7	44	786	451	57·4	36	435	286	65·7	...	...	...	172	2,660	1,611	60·6

The Middle School Examination marks the close of the Middle Stage of Instruction, and is conducted by the Educational Department, according to Anglo-Vernacular Standard 3. In this table the percentage is highest for unaided schools, which at the same time sent up the smallest number of candidates. In Sind there were no candidates from such schools. Much the largest number of candidates appeared from those in the Northern Division. In the Central Division they sent up only 38. The percentage for schools under public management is higher than that for aided schools everywhere except in Sind, where the aided schools sent up 42 candidates as against 184 from schools under public management, and obtained a percentage of 85·7 as against 58·1. The total number of candidates for this examination is about six times as great in the Northern Division as in any other.

TABLE 68.—*Expenditure on English Secondary Schools for boys for 1896-97 and 1901-02.*

Province.	1896-97.						
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other Sources.	Total.
	Under Public Management.	Aided.	Total.				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	1,67,439	1,72,883	3,40,322	42,199	7,45,151	4,39,629	15,67,301
Percentage of Increase or Decrease, 1901-02, compared with 1896-97.	...	...	...	...	...	...	...
1896-97 compared with 1891-92 ...	+14	+27	+20	—15	+13	+18	+15

TABLE 68—*continued.*

Province.	1901-02.							Percentage of Increase or Decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other Sources.	Total.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.
	Under Public Management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	1,86,907	1,51,657	3,38,564	44,090	7,82,661	5,31,468	16,96,783	+8	+15
Percentage of Increase or Decrease, 1901-02, compared with 1896-97.	+12	—12	—·5	+4	+15	+21	+8	...	...
1896-97 compared with 1891-92 ...	...	...	...	...	...	...	...	...	...

The total expenditure has increased by about one lakh and thirty thousand, of which Rs. 23,289 comes from endowments, subscriptions, donations, &c. Fee receipts show an increase of Rs. 37,510. The happy Province of Sind contributes over Rs. 16,000 to this head. In the Southern Division the fee receipts have fallen. There has been an increase of 8 per cent. in the Northern and 1 per cent. in the Central Division. There is an increase of nearly Rs. 20,000 in Provincial expenditure on schools under public management. The expenditure from this source on aided schools has, of course, fallen partly because of decreased attendance, partly because the demands upon the Treasury for plague and famine expenditure necessarily diminish the amount available for assistance to education. On the whole the figures bear out my former remark that secondary education is fairly well able to meet the shock of adverse circumstances.

TABLE 69.—*Statement showing average cost of each Secondary Boys' School and Average cost of educating each pupil in a Secondary Boys' School.*

Year.	Cost of Secondary School.		Cost of educating each pupil in a Secondary School.	
	High School.	Middle School.	High School.	Middle School.
	Rs.	Rs.	Rs.	Rs.
1896-97	12,318	1,500	69	28
1901-1902	11,711	1,451	48	26

The cost of middle schools has increased in Sind and in the Southern Division, and has fallen in the Northern and Central Division. The figures for High Schools were exceptionally high in 1896-97 because a great many schools were closed or partly deserted, while yet it had not been possible to reduce the expenditure upon them. The cost of the schools has since been reduced, because vacant masterships have not been filled up; and the total number of pupils has largely increased. This explains the fall both in the cost of schools and in the cost of educating each pupil.

TABLE 70.—*Statement showing percentage of Direct Expenditure from Public and Private Funds on Secondary Schools for boys.*

Year.	PUBLIC FUNDS.			PRIVATE FUNDS.	
	Provincial.	Local.	Municipal.	Fees.	Other Sources.
1896-97	19·5	·9	9·0	52·4	24·2
1901-1902	19·7	·6	9·3	51·6	25·9

TABLE 71.—*Average Fee Expenditure per Pupil in Secondary Schools for boys, 1896-97—1901-1902.*

Management.	1896-97.		1901-1902.	
	High.	Middle English.	High.	Middle English.
Government	26·9	21·1	26·8	21·1
Board	14·0	11·0	15·1	12·1
Native States	22·4	7·3	25·6	7·8
Aided	17·4	9·5	19·0	9·8
Unaided	20·9	11·2	22·9	10·0
Average ...	21·2	10·2	22·8	10·5

This table gives the expenditure from fees per pupil in different classes of schools. Unaided schools are, of course, in a great measure supported from fees. The rate of fee is generally higher in Government than in other schools. In the Native States schools of the Southern Division the rate of fees is reported to be less by one-half, and sometimes by more than one-half, than that in British schools. In Káthiáwád, two new institutions have been brought upon the list of High Schools, *viz.*, the Gondal High School and the Gondal Girassia College; and the Deputy Inspector for the Province reports that the average rate of fees in all High Schools has risen from Rs. 28·7 to 42·1, and in all Middle Schools from Rs. 9·3 to Rs. 10·1.

TABLE 72.—*Expenditure on Scholarships in Secondary Schools for Boys, 1901-1902.*

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other Sources.	Total.	Percentage of total Expenditure on Scholarships.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	16,466	6,123	7	27,146	49,742	28
Figures for 1896-97 ...	13,629	9,801	431	25,471	49,332	38
Percentage of Increase or Decrease.	+21	—38	—98	+7	+1	...

The total expenditure on Scholarships is about what it was five years ago, but a much larger proportion of it is borne by Provincial Revenues. In the Central Division only, has the contribution from this source fallen by Rs. 1,000. In Sind it has risen by nearly Rs. 3,000. The contribution from "Other Sources" has risen by Rs. 2,000 in the Central Division, and by the insignificant sum of Rs. 152 in Sind. In the Southern Division it has fallen by Rs. 500, and in the Northern by Rs. 300. The increase from Provincial Revenues has been for the Southern Division Rs. 690, and for the Northern Rs. 405.

1896-97 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN

Drawn by J. M. Preto.

Percentage		Percentage	
Bombay Presidency	23·8	Kathiawar	27·8
Central Division	20·4	Southern Division	26·3
Northern Do	25·5	Sind	19·

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SKELETON MAP
of the
BOMBAY PRESIDENCY

Scale 90 Miles = 1 Inch.

REFERENCES

Percentage from 4 to 8
" " 8 to 12
" " 12 to 16
" " 16 to 20
" " 20 to 24
" above 24

	Percentage		Percentage
Bombay Presidency	22·5	Kathiawar	31·1
Central Division	22·	Southern Division	19·6
Northern Do	25·8	Sind	17·9

Office. Poona, 1902

CHAPTER VI.

PRIMARY EDUCATION.

Scope of Chapter and Meaning of Primary Education.

I will begin with a brief account of the provision made in the Bombay Presidency for Primary Education, *i.e.*, for a recognized system of elementary instruction imparted from beginning to end in the Vernacular.

In the country, the District Boards are obliged by law to spend upon primary education one-third of a cess which is levied on all payers of land-tax—a cess of one anna for every rupee of tax paid. To the sum yielded by the third of this cess and the fees of pupils, Government add theoretically half as much again. But as a matter of fact, the Government contribution is more or less according as the district is poorer or richer. The product of the third of the cess *plus* fees and the Government contribution represents the sum available for primary education in rural areas, so far as that education is provided for by regulation or may be called compulsory. A District means a Zilla.

It is expected that in every village school under a District Board there should be present children representing one-twentieth of the population of the village. If the number is less, and if the reason of this is that parents are unwilling to send their children to school, probably the school would be closed, and re-opened in a village where there was a greater demand for education. In some of these schools, the standards of instruction are somewhat simpler and more elementary than those of the ordinary primary schools. The number of schools of this class is increasing. In fact, when a school is for the first time established in a village, it is very often of this type, and the higher standards of primary education are not introduced until experience has shown that there is a demand for them. The District Board schools are entirely managed and administered by the Department.

Side by side with those schools which the District Boards are compelled by law to maintain, there are aided schools belonging to individuals or societies, missionary and other. They are: (1) *Indigenous schools* which do not profess to give more than a very limited education, but if they teach well what they profess to teach, Government give them small sums in lump to assist them in the hope that ultimately they will develope into primary schools of the Government type, teaching according to Government standards; (2) *Aided private schools.* These receive assistance from the State in the form of building grants and of yearly instruction grants, in a certain proportion to their expenditure from private funds. But in all of them the standards of instruction must be the same as in the Vernacular Board schools; and before they receive a grant, the Government Inspector must certify that they are required, and that they are efficient.

In cities and towns, Primary Education, so far as it can be said to be provided for by regulation, is provided for by the Municipal Boards. But here the element of compulsion is less stringent. For instance, there is no item of municipal revenue which must be to devoted to schools, like the one-third of the cess of the District Boards. Municipalities are required by law to make "adequate" provision for primary education. What they spend on schools ought not, it is understood, to be less than was spent before they were handed over to them by Government. The Municipal schools receive a yearly instruction grant from Government, which is paid quarterly in advance, and is equal to one-half of their expenditure from their own Funds. The Municipalities manage and administer their own schools. The Department limits itself to examining them with a view to seeing that the grant is deserved. If a Municipality fails in any case to make "adequate" provision, and if it pleads wants of funds as an excuse, the Department may make suggestions, remonstrate, ask Government to interfere, or withdraw its grant. But it cannot do more than this. The administration of schools, at least by the smaller Municipalities, is not altogether satisfactory. The Inspector of the Central Division says that though they are bound by law to observe the rules of the Department, and though they generally consult and are guided by officers of the Department, yet in matters of expenditure and patronage their action often leaves much to be desired. Masters often make *khatpat* with Municipal Commissioners

to obtain pay for which in Local Board schools they would have to wait some years; and with one or two exceptions Municipalities are content to house their scholars in hired private houses quite unsuitable for the purpose.

Besides the Municipal Board schools there are private Primary Schools in Municipal limits also. They are aided by Government in the same way and subject to the same limitations as schools of the same type in District Board areas. The general policy of Government with regard to Primary education is rather to diffuse it than to make it pay.

The system of Primary education is a system complete in itself aiming at giving boys, roughly speaking between the ages of 5 and 17, a sufficient education in and through the vernaculars. It has no necessary connection with the secondary system, and would remain quite unaffected if the secondary system were to disappear to-morrow. But no boy can enter the first or Anglo-Vernacular stage of secondary instruction until he has passed through four of the lower Vernacular standards and, as a matter of fact, few of them do so until they have completed the fifth.

In the Vernacular course itself unfortunately boys begin to fall away after standard three, and those who do so are not found, when they grow up, to have retained anything of what they learnt at school. Of those who pass over into the Anglo-Vernacular classes of the secondary system, or what is called the middle stage of instruction, only about one-half go on to the High School proper, that is to the higher classes in which English is the subject and the medium of instruction. Fifteen per cent. free studentships are allowed in a Primary School for poor but deserving boys, and in addition the Táluka Local Boards may admit boys belonging to backward classes free. Low caste pupils, too, are admitted free. Thus every possible facility is given to the poor and backward classes to take advantage of our system of Primary education.

Side by side with the seven standards of the full Vernacular course there are five simpler standards, called Rural Standards, devised to meet the demand of an agricultural population for a short and simple education. They are very popular in the Northern Division, and Mr. Sahasrabudhe expects them to become more and more popular among the Kánarese people of his districts. But Mr. Prior says of the Central Division that "there is a good deal of tacit resistance to them, as local magnates prefer the Balbodh Standards which are more useful to their own children. Masters too used to think it beneath their dignity to teach the Modi Standards, but steady pressure from the Deputy Inspectors is making itself felt."

Both sets of standards have been revised during the last five years. In the higher standards provision has been made for the teaching of Kindergarten occupations, object lessons, drill and gymnastic, singing, mensuration, instruction in simple agriculture and science, drawing and manual training. The Rural Standards contain the same preparation in the infant class, and thenceforward are specially devoted to the three R's, while particular attention is paid to native accounts, simple forms of agreement, the plants and animals of the locality, its agricultural products, in addition to an elementary knowledge of sanitation. The masters are specially prepared in the Training Colleges in accordance with these alterations, and the Assistant Deputy Inspectors are also temporarily attached to these Colleges in order that they may fully understand what is expected from masters and pupils.

As to the products of our Primary education hitherto, I quote the following interesting passage from Mr. Prior's report:—"A boy who has completed the Balbodh Higher Standards has a thorough knowledge of Arithmetic including Decimal Fractions, the advanced rules and native accounts, while his reasoning powers have been developed by mastering the first book of Euclid. He has read a good deal of prose and poetry—quite sufficient to enable him to understand the lighter literature of the day and to express his own ideas with correctness. He can read difficult Modi script and can write in that character. He has also a fair knowledge of the History of India, of the Geography of the World, and of elementary sanitation and science. In fact, he has received a sound all round practical education. As compared with this, the boy who takes the Modi

or rural standards learns only the more practically useful rules of Arithmetic, entirely omitting Decimal Fractions, nor does he learn any Euclid. He learns only those branches of account and book-keeping which he will actually need in later life. The technical terms used in formal documents are rendered familiar in his reading books. He can write simple reports in Modi and read fluently from the miscellaneous file in a Mámlatdár's office. His knowledge of History is limited to his Province, and his knowledge of Geography to India. He has been given also some idea of rudimentary science and sanitation. The scope of this course is thus severely utilitarian; but it is hoped that the introduction of object lessons and simple drawing will tend to relieve the monotony of the curriculum." The general aim of the revision of standards has been to develope the minds of the boys by training their power of observation and developing the powers of hand and eye, and to substitute a method of instruction by practical illustration for mere book work.

General Statistics of Primary Schools.

TABLE 73.—*Comparative Statistics of Primary Schools for Boys, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.		1896-97.				1901-1902.			
					Percentage of increase or decrease.				Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay... ...	8,354	477,031	8,828	518,082	+6	+9	8,219	463,452	—7	—11

TABLE 74.—*Number of Pupils in Primary Schools for Boys, 1891-92, and 1896-97 to 1901-1902.*

Province.	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of Increase or Decrease.	
								1896-97 compared with 1891-92.	1901-1902 compared with 1896-97.
Bombay	477,031	518,082	488,927	465,173	460,013	464,936	463,452	+9	—11
Percentage of increase compared with preceding year	+2	—1	—6	—5	—1	+1	—·3	...	...

TABLE 75.—*Pupils in Primary Stages in all Boys' Schools, Secondary and Primary, 1896-97 and 1901-1902.*

Province.	Number of Pupils in Several Stages.						Percentage of Total Males of School-going age in each Stage.					
	1896-97.			1901-1902.			1896-97.			1901-02.		
	Upper Primary.	Lower Primary A.	Lower Primary B.	Upper Primary.	Lower Primary A.	Lower Primary B.	Upper Primary.	Lower Primary A.	Lower Primary B.	Upper Primary.	Lower Primary A.	Lower Primary B.
Bombay	164,242	205,686	150,951	143,585	186,508	137,653	7·92	9·90	7·27	7·32	9·49	7·0

These tables illustrate the falling off in the number both of schools and pupils on account of plague and famine. The second table shows some improvement, or at least an arrest in the decline, during the last three years. The reason why in Table 75 the percentages do not show a fall corresponding to that in the actual numbers is that the population has diminished. The number of schools in Sind has fallen in the last five years from 1,460 to 1,285, but that is largely due to the centralisation of schools already referred to, and to the refusal of recognition to Koran schools. The number of pupils has risen from 51,534 to

53,967. In the Southern Division the number of schools fell by 7 per cent. and that of pupils by 23 per cent. In the Central Division there has been a loss of 148 schools and a fall of 1,699 in the number of pupils. In the Northern Division there has been a decrease of 2 per cent. in schools and 13 per cent. in pupils. In Table 75 the lower primary stage for vernacular schools includes the Preparatory or Infant Classes, and Standards 1 and 2. The upper primary stage includes Standards 3 to 7.

Stages of Primary Instruction.

TABLE 76.—*Classification of all pupils in primary stages in Boys' schools, 1896-97 and 1901-1902.*

Province.	1896-97.					1901-1902.				
	In Secondary Schools.	In Primary Schools.	Total.	Percentage in Secondary Schools.	Percentage in Primary Schools.	In Secondary Schools.	In Primary Schools.	Total.	Percentage in Secondary Schools.	Percentage in Primary Schools.
Bombay ...	2,797	518,082	520,879	·5	99·5	4,294	463,452	467,746	·9	99·1

TABLE 77:—*Comparative statistics of boys in primary stages, 1891-92, 1896-97 and 1901-1902.*

Province.	Number of boys in primary stages.			Percentage of male population of school-going age.		
	1891-92.	1896-97.	1901-1902.	1891-92.	1896-97.	1901-1902.
Bombay...	459,493	496,554	441,751	22·13	23·79	22·48

The first of these two tables includes the girls studying in Boys' schools. The 2,797 pupils shown in secondary schools are the European and English-speaking pupils receiving primary instruction in English. Here again the percentages for 1901-1902 are calculated upon the latest Census returns.

Primary Schools according to management.

TABLE 78.—*Primary Schools for boys according to management, 1896-97 and 1901-1902.*

Province.	1896 97.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	9	940	4,545	315,061	2,136	129,159	2,082	71,336	56	1,586	8,828	518,082
Percentage of Increase or Decrease 1901-1902 compared with 1896-97	...	...	...	...	...	...	...	...	...	...	...	...
Percentage of Increase or Decrease 1896-97 compared with 1891-92	—71	—57	—2	+7	+16	+20	+18	+2	—24	—47	+6	+9

Province.	1901-1902.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	10	921	4,342	276,042	2,053	110,560	1,717	70,020	97	5,909	8,219	463,452
Percentage of Increase or Decrease 1901-1902 compared with 1896-97	+11	−2	−4	−12	−4	−14	−18	−2	+73	+273	−7	−11
Percentage of Increase or Decrease 1896-97 compared with 1891-92	...	...	...	...	...	...	...	...	...	...	...	...

The new Government school is the Police school at Dhárwár. The remaining Government schools are practising schools attached to Training Colleges. The decrease in the number of Aided schools is natural, because when attendance falls off the managers have not sufficient money to keep the schools going. The fall would have been greater than it has been, but for the closing of other schools. The attendance in schools of this class has been swollen by the number of famine waifs and strays taken into Mission schools. In the Southern Division the number of Aided schools has fallen by 107, and that of pupils attending them by 2,916. The rise in Unaided schools is remarkable. It has been chiefly in Bombay and Nagar, in the Central Division, the increase in the number of schools in that Division being 38, and that of pupils 1,550. In the Northern Division also the number of these schools has risen by 6 per cent., and that of pupils attending them by 155 per cent. District and Municipal Board schools have fallen off for want of funds and pupils. In the Southern Division alone the number of District Board schools has fallen by 40, and that of pupils attending them by 17,561, the corresponding figures for Municipal Board schools being 4 and 3,351. The payment of the salaries of masters and servants where schools are closed is a heavy tax upon local treasuries. It is remarkable that in the Northern Division, where a people that has hardly known the meaning of the word distress, has been severely stricken, the general statistics show that there has been a fall of only 2 per cent. in the number of schools, and of 15 per cent. in the number of scholars. The Native States attached to that division show an improvement. In the Southern Division they show a great falling off. Kolhápur, Sángli, Miraj, and Janjira have all suffered severely.

It is satisfactory to note that the proportion of trained to untrained master in Board and Municipal schools is steadily rising, and the improvement in the quality of the work fully justifies the expenditure on the Training Colleges The Inspector in Sind complains that the Municipal Commissioners at present regard schools "merely as convenient places for obtaining remunerative employment or promotion for their friends and clients." A steady improvement is noted in the Local Board schools in Sind, but there is a danger of trained masters losing their smartness and interest, and lapsing into the life of idle and well paid villagers, when, as must sometimes happen, they are left for years in remote and inaccessible places. The average pay of a trained head master in a village school is about Rs. 19. Under Municipal Boards it is over Rs. 27, the salaries paid in Bombay being high. In Native States the average is somewhat over Rs. 18. Similar averages for trained mistresses are Rs. 20, 24, and 21. For untrained head masters the averages are Rs. 10, 14, and 10, and for mistresses Rs. 10, 17, and 11;

TABLE 79.—*Average number of Pupils in Primary Schools for Boys according to management, 1901-1902.*

Province.	Government.	Board.	Native States.	Aided.	Unaided.	Total.
Bombay	92	64	54	41	61	56
Figures for 1896-97 ...	104	69	60	34	28	59
Figures for 1891-92 ...	70	63	59	40	41	57

Primary Examinations.

TABLE 80.—*Results of Upper Primary Examinations (Boys only), according to management of schools, 1901-1902.*

	Under Public Management.				Aided.				Unaided.				Private Students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bombay ...	4,326	29,655	16,045	54·1	439	3,169	1,354	42·8	305	2,010	962	47·8	...	...	...	5,070	34,834	18,361	52·7

TABLE 81.—*Results of Lower Primary Examinations (Boys only) according to management of schools, 1901-1902.*

	Under Public Management.				Aided.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bombay	5,408	52,331	32,046	61·2	792	6,667	2,687	40·3

	Unaided.				Private Students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bombay	402	3,339	1,707	51·1	...	...	...	6,602	62,337	36,440	58·5

The percentage of passes, considering the circumstances of the times, is satisfactory. Fewer schools than usual presented candidates, as many, owing to the disorganisation caused by plague, were unprepared for a detailed examination. Such schools were merely inspected. No candidates appeared in unaided schools either in the Northern Division or in Sind.

Expenditure on Primary Schools.

TABLE 82.—*Expenditure on Primary Schools for Boys, 1896-97 and 1901-02.*

	1896-97.							
	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Under Public Management.	Aided.	Total.					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay...	7,21,910	43,355	7,65,265	7,32,873	2,50,783	3,95,714	8,03,085	29,47,720
Percentage of Increase, 1901-1902, compared with 1896-97	.....	.....	.....	.....	.....	.....	.....	.....
1896-97 compared with 1891-92 ...	+28	+7	+26	+5	+20	+15	+23	+19

	1901-1902.								Percentage of Increase or Decrease.	
	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.		
	Under Public Management.	Aided.	Total.						1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bombay	6,79,171	74,228	7,53,399	7,84,593	2,74,354	3,57,268	8,90,336	30,59,950	+4	+19
Percentage of Increase, 1901-1902 compared with 1896-97 ...	−6	+71	−2	+7	+9	−10	+11	+4	...	...
1896-97 compared with 1891-92...	...	...	...	...	...	...	...	...	...	...

Though the total expenditure from Provincial Revenues has decreased, yet the assistance given to aided schools, whose slender resources are severely taxed by bad times, is much greater than it was five years ago. Local and Municipal expenditure has increased slightly. The fee receipts have naturally fallen everywhere except in Sind, partly on account of diminished and irregular attendance, partly on account of liberal remissions given to backward classes. The missionaries have contributed largely to the very great increase under the head of *other sources*. The two tables which follow show, as is to be expected in time of plague and famine, an increase in the cost of both of a school and a pupil. Even in good years no great diminution of expenditure is to be expected for some time to come, for much remains to be done in the matter of new buildings, improvement of teachers' salaries and of apparatus of all kinds.

TABLE 83.—*Average cost of a Primary School for Boys, 1891-92, 1896-97 and 1901-02.*

Province.	1891-92.			1896-97.			1901-1902.		
	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay...	181	116	297	198	136	334	220	152	372

TABLE 84.—*Average cost of a Pupil in Primary Schools for Boys, 1891-92, 1896-97 and 1901-02.*

Province.	1891-92.				1896-97.				1901-02.			
	Average number of pupils in a school.	Cost of each pupil.			Average number of pupils in a school.	Cost of each pupil.			Average number of pupils in a school.	Cost of each pupil.		
		Public Funds.	Private Funds.	Total.		Public Funds.	Private Funds.	Total.		Public Funds.	Private Funds.	Total.
Bombay	57	3·2	2·	5·2	59	3·4	2·3	5·7	56	3·9	2·7	6·6

TABLE 85—*Percentage of Direct Expenditure from Public Funds on Primary Schools for Boys, 1896-97 and 1901-02.*

	1896-97.			1901-02.		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Provincial Revenues.	Local Funds.	Municipal Funds.
Bombay	44·0	87·1	66·2	43·8	83·2	65·8

Fees in Primary Schools.

Table 86.—Average Fee Expenditure per Pupil in Primary Schools for Boys, 1901-1902.

Province.	Under Public Management.	Aided.	Unaided.	Native States.
Bombay	·68	1·35	2·09	·55

The decrease in fee receipts has already been noticed and explained. In the Native States of Káthiáwár it is the almost universal practice to charge a uniform fee of one anna in primary schools. Proprietary Girassias who contribute to the expenditure of a school are charged nothing for their childrens' education. The proportion of free pupils in Native States is somewhat higher than in British territory. The rate of fee in British Board schools ranges generally from two to six annas according to standard. But half of the fee is remitted in the case of children of cess-payers.

Scholarships in Primary Schools.

Table 87.—Expenditure on Scholarships in Primary Schools, 1901-1902.

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of Total Expenditure on Sholarships.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	72	7,020	543	41,646	49,281	28
Figures for 1896-97.	72	5,073	1,772	11,633	18,550	14
Percentage of Increase or Decrease.	...	+38	—69	+258	+166	...

I have already commented upon the large increase under the heading "Other sources" in my remarks upon scholarships in the Introductory chapter. In the Province of Sind no money is devoted to scholarships in primary schools.

Night Schools.

The history of these schools is one of decline in every respect—in number of schools, in attendance, and in expenditure. The number of schools has fallen from 239 to 107: that of pupils fsom 5,408 to 2,380: and the expenditure from 16,982 to 9,153. The money spent upon them is provided chiefly by Municipal and Local Boards, and in small measure by Provincial revenues in the form of grants-in-aid. Speaking generally, there is no chance that they will prosper. Education, in the country at least, is not valued for its own sake, and the material advantages to be derived from the possession of it are not sufficient to attract men or boys who are tired with a day's work. It is also to be remembered that the masters are themselves tired out with the day's teaching to which perhaps postal work has been added. In many cases the schools serve no purpose but to enable the master to draw his extra allowance. "Normally," the Inspector in Sind writes, "there would be little or no attendance at the night school, which would deprive the master of this part of his allowance. Accordingly an arrangement is made with some grown up men who have attended a primary school in their youth. They are brushed up in the books of a lower standard, attend the school a few times during the year, and are all present in the institution for the visit of any officer or for the annual inspection. The master looks to the register being filled in so as to appear satisfactory." The experiment was tried in Sind

of keeping schools open to late evening, and asking labourers to put in even half an hour whenever work was slack or temporarily stopped. The subjects to be taught were reading and writing and elementary account keeping. This plan was tried for six months in every district and failed everywhere. Reports from all parts of the Presidency are equally unsatisfactory. It is just possible that in Bombay and other trade centres night schools might flourish, with liberal aid, on condition that they taught English, with commercial subjects, and other matters of obvious practical utility. The only night school which is reported as successful is one managed by Miss (Dr.) Bradley in Umarkhadi, Bombay. The Anglo-Vernacular Standards are taught in it. And even in towns it is essential that the masters should be competent men, who will come fresh to their work, and that the instruction given should be practical, and obviously useful, and that it should be given in an interesting and attractive way. In the British districts of the Southern Division, the experiment of night schools has hardly been made. Those which exist in the Native States are not in a satisfactory condition. In Káthiáwár it is thought that the attendance in them may revive when better times come round and men are no longer driven by famine to the Government relief works.

School Accommodation and Hygiene.—There is not much progress to report in this matter, which is only natural, considering the circumstances of the last five years. Very many primary schools are still housed in Dharmshálas, temples, and hired rooms which are ill-ventilated, ill-lighted and insanitary. Money has not been available for buildings either from Provincial revenues or from Municipal and Local Funds. Popular contributions have in some places been lying in the bank for years awaiting a supplementary grant from public funds. Many of the school rooms, owing to the same causes, are bare, unattractive and ill-equipped.

Primary Schools as Post Offices.—During the five years under report, there were in the Central Division 282 offices in charge of village schoolmasters, who receive allowances varying from Rs. 7—Rs. 2. In the Southern Division 159 masters were thus employed, their pay varying from Rs. 2—Rs. 6. In the Northern Division 230 post offices were served by masters, the maximum pay being Rs. 7. In Sind the number of Post Offices thus managed has risen from 40—56. The present rates of pay are from Rs. 2—10 as against Rs. 3—5 in 1896-97. The arrangement is one which is convenient to both Departments. To the Education Department it is a convenient and inexpensive way of supplementing a deserving master's pay. The Postal Department obtains at a very cheap rate the services of the only man in a village able to do its work. The only danger is that the work of the Post Office will trench upon the hours which the master owes to his school. But complaints on this head are few. Only one has come before me, and the Postmaster-General courteously and promptly put a stop to what was complained of.

Before leaving this part of my subject I may explain with regard to the different examinations mentioned that the Lower Primary, Upper Primary, and Middle Examinations are merely school examinations conducted on the spot by Inspecting Officers or, in the case of unaided schools, by the Managers, to determine promotions and grants. The examination for the first grade Public Service Certificate is, for natives, the University School Final Examination. That for the second grade certificate is, with slight variations, in the subjects prescribed for High School Standard V: and that for the third grade certificate is according to Vernacular Standard VI.

CHAPTER VII.

TRAINING SCHOOLS.

Scope of Chapter and Meaning of Training Colleges.—With the exception of those small classes which prepare teachers for girls' secondary schools, a Training College and school are institutions for the training of masters and mistresses for Vernacular schools.

Training Schools for Masters.

TABLE 88.—*Training Schools for Masters, 1896-97 and 1901-1902.*

Province.	1896-97.									
	Government.		District and Municipal.		Aided.		Native States.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay	5	433	...	...	1	86	2	73	8	592

Province.	1901-1902.										Percentage of Increase or Decrease, 1901-1902, compared with 1896-97.	
	Government.		District and Municipal.		Aided.		Native States.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay...	5	488	...	...	1	82	1	44	7	614	−13	+4

There are four Government Training Colleges, one for each Division of the Presidency, besides a Normal school at Dhulia. There is also a Training College in Káthiáwár. There was one in Kolhápur, but it has, as already stated, been closed. The course of instruction in the Dhulia school and in the Káthiáwár College is for two years only. Those who wish to go through an additional year's study go from Dhulia to Poona, and from Káthiáwár to Ahmedabad. The unaided institution is maintained by the Christian Vernacular Education Society at Ahmednagar. There is no difference of opinion as to the good work done by these Colleges, and the beneficial influence exercised by them on Primary Education. Selected applicants are admitted to them upon the results of an examination which is held every winter. In the Colleges, where the course of instruction extends over three years, the year is divide into two terms, and at the end of the second term of each year the annual certificate examination is held by the Educational Inspector assisted by his Deputies and Assistant Deputies. After the certificate examination a certain number of men who score a high percentage among the 1st or 2nd years' students are retained according to the requirements of the Department to go through the 2nd and 3rd years' course. The rest who pass are given the certificates which they have earned, and are sent out for employment. After two or three years' service they can, if they wish to improve their prospects, present themselves at the examination for the 3rd year's certificate. Mr. Sahsrabudhe reports with regard to the Training College in the Southern Division that its site and surroundings leave nothing to be desired, that it is well equipped in all respects, and fully supplies the wants of the Kánara district. Drawing and physical exercises are compulsory subjects. Smithing and carpentry are voluntary. Provision is made for the teaching of all these subjects. Nearly all the students learn carpentry, and a few of them both carpentry and smithing. Trained men sent out of the institution of late years have been able to create a taste among students even in Rural schools

for out-door games and drill and some masters have been successful in starting carpentry classes in their schools with the help of the parents of pupils. In the College at Poona and the Normal School at Dhulia, the 1st year students are promoted to the 2nd year Class after passing the 1st year examination, and only those who fail in the 2nd year examination are sent out with the lowest certificate, according to which they are qualified to draw a salary of Rs. 9. The Higher Class certificates qualify for salaries of Rs. 25 and Rs. 20. The certificates granted on the 2nd year's examination qualify for Rs. 15 and Rs. 12. During the last five years eighty-six men from Poona and thirty from Dhulia have obtained the lowest or first year's certificate. The second year's certificate has been given to a hundred men from Poona and to ninety-nine from Dhulia. Ninety-five third year's certificates have been awarded from Poona. The Dhárwár College has turned out one-hundred and eighty-five trained masters in the same period. Unfortunately, owing to want of funds, it is not always possible to pay the masters the full salary to which by their certificates and their service they are entitled. The aided school in Nagar supplies teachers to the primary schools of the Mission. Better buildings on a good site are soon to be erected for the Poona College, and money is being spent for the improvement of the buildings and equipment of the rest. It is also in comtemplation to establish an altogether new College for the training of masters in High Schools. The Colleges in Poona and Dhárwár had both to be closed for a time on account of plague.

Training Schools for Mistresses.

TABLE 89.—*Training Schools for Mistresses, 1896-97 and 1901-1902.*

Province.	1896-97.										1901-02.										Percentage of increase or decrease, 1901-1902, compared with 1896-97.	
	Government.		District and Municipal.		Aided.		Native States.		Total.		Government.		District and Municipal.		Aided.		Native States.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay... ...	2	86	3	19	3	27	2	30	10	162	2	157	3	18	4	31	1	28	10	234	...	+44

The two Government Schools are at Poona and Ahmedabad, and both have resident quarters for the pupils. Of the District and Municipal Schools one is at Dhárwár, and the other two are in Sind. That at Hyderabad is now closed pending the arrival of a Principal and Inspectress from England. Of the aided schools, two are in Sind, and two in the Central Division. The addition to the list of the Girgaum Girls' Normal School has already been noticed, but it, like the Convent Normal School at Byculla, would be more properly described as a class than a school. The abolition of the school in Kolhápur has been already alluded to. At the end of the year 1901-1902, the Poona Training College had 47 pupils. During the last five years 26 pupils have obtained the final certificates, and all of them are employed as teachers in Primary Schools. Mr. Prior remarks that "I believe that the College is as efficient as it can be in the present social condition of the people. I cannot, however, observe that native mistresses have yet developed any great power of administration, and do not think that their creation has so far greatly affected the cause of Female Primary Education, though there is never any difficulty in finding places for them." The two Aided Institutions in the Central Division prepare teachers for Secondary Schools. They are useful, but the attendance at them is small. In Ahmedabad the number has risen from 86 to 110 in the last five years, and new quarters will soon be built to meet the growing demand for admission. The Dhárwár School is in part of a public building in the middle of the town and has no quarters for the pupils. The course of instruction lasts for two years, and a certificate is given upon an examination conducted by the Inspector and his staff. It has nine pupils—six Hindus and three Native Christians—and during the last five years has sent out ten trained mistresses. The girls admitted live with their parents or guardians. The trained mistresses are appreciated by the people, and the little school, which

was started as an experiment, is deserving of all encouragement. In Sind it has so far been found very difficult to induce Hindu and Mahomedan women of unblemished character to leave their homes and attend the training schools. The Normal Class for Europeans in Karáchi attached to the Convent School is small, but, like the institutions of the kind noted in Bombay, is doing good work. The College maintained by the Native States in Káthiáwár is excellently managed by the Lady Principal. During the last five years it has turned out 48 trained teachers, all of whom have found employment in Girls' Primary Schools.

Expenditure on Training Schools for Masters.

TABLE 90.—*Expenditure on Training Schools for Masters for 1896-97 and 1901-1902.*

Province.	1896-97.						1901-1902.						Percentage of Increase or Decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Other Sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Other Sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Under Public Management.	Aided.	Total.				Under Public Management.	Aided.	Total.					
Bombay	62,916	2,500	65,416	29,641	20,879	1,15,936	60,560	2,500	63,060	25,747	18,753	1,07,560	—7	+4
Percentage of Increase or Decrease, 1901-1902, compared with 1896-97.	...	...	...	...	..	...	—4	...	—4	—13	—10	—7	...	...
1896-97 compared with 1891-92.	+3	+25	+4	—1	+10	+4	..	...	...	...	...	...	...	...

The reduction in expenditure from Provincial Revenues is largely due to the reduction of the pay of the Vice-Principal of the Poona College and to the reduction in the value of the stipends in the same College. Local bodies must contract their expenditure in bad times. The heading "Other Sources" includes the expenditure of Native States, which has fallen on account of the abolition of the Kolhápur College.

Expenditure on Training Schools for Mistresses.

TABLE 91.—*Expenditure on Training Schools for Mistresses for 1896-97 and 1901-1902.*

Province.	1896-97.						1901-1902.						Percentage of Increase or Decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Other sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Other sources.	Total.	1901-1902, compared with 1896-97.	1896-97 compared with 1891-92.
	Under public management.	Aided.	Total.				Under public management.	Aided.	Total.					
Bombay	21,575	5,301	26,876	11,818	20,112	58,806	20,446	5,509	25,955	8,688	22,775	57,418	—2	+33
Percentage of Increase or Decrease, 1901-1902, compared with 1896-1897	...	...	...	...	...	...	—5	+4	—3	—26	+13	—2	...	...
1896-97 compared with 1891-92	+ 10	+222	+27	+10	+65	+33	...	...	...	...	...	...	....	...

The addition of the two classes in Bombay already mentioned explains the increase under the heading "Aided." The increase under "Other sources" is largely due to increased expenditure by the Native States in Káthiáwár. Local expenditure has, as elsewhere, for reasons already set forth, shrunk. The decrease in the first column is accounted for mainly by a reduction in the value of stipends.

CHAPTER VIII.

TECHNICAL EDUCATION.

Scope of Chapter and Meaning of Technical Education.

Technical education for the purposes of this chapter means either instruction in actual methods of work and processes of production, or in the scientific truths upon which these methods and practices are based, or in both. Under work and production are included both mechanical and artistic workmanship.

General Statistics of Technical Institutions.

TABLE 92.—*Comparative Statistics of Technical Institutions, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.										1896-97.										1901-1902.									
	Engineering Colleges.		Engineering and Surveying Schools.		Schools of Art.		Industrial Schools.		Other Schools.		Engineering Colleges.		Engineering and Surveying Schools.		Schools of Art.		Industrial Schools.		Other Schools.		Engineering Colleges.		Engineering and Surveying Schools.		Schools of Art.		Industrial Schools.		Other Schools.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Bombay ..	1	50	1	14	1	286	16	1,220	10	486	1	75	1	...	1	288	16	1,228	10	370	1	127	1	14	1	423	19	1,829	10*	678

* Including Agricultural and Commercial Schools.

The one College shown in the table is the Engineering College, or as it is now called the College of Science in Poona, which embraces in its curriculum both theoretical training and practical instruction in workshops and on the farm. In the workshops subordinates for the Public Works Department and mechanics for railway and other workshops are trained. About 150 pupils are being trained in them. The one Engineering school is in Sind, and has precisely the same number of pupils that it had ten years ago. It is intended to prepare them for employment in the Public Works Department. The School of Art is in Bombay, and has made marvellous progress. It provides the schools in the Presidency with Drawing Masters, controls the public examinations in Drawing, and besides teaching painting and sculpture maintains Art Workshops in which craftsmen are trained. Special mention must be made of the Victoria Jubilee Technical Institute and of the Veterinary College in Parel. In the first, which is very popular, there are two large departments. In the first men are prepared for employment in the cotton mills, in the second they are taught every branch of mechanical engineering. The instruction is thoroughly practical. The whole machinery of a mill is set up in the school, and the pupils are taught the use of every part of it, and how to handle it for themselves. In addition they receive the necessary scientific instruction in the laws of steam, heat, light, &c. In the Engineering Department they are put through a most varied course of manual labour, so that they may be turned out good all-round workmen. The Veterinary College also is a most useful and popular institution. The graduates are instructed in English, and there is a simpler course of instruction in the vernaculars. The pupils of both these institutions readily find employment. The number of industrial schools, or of industrial classes attached to schools, and of the pupils attending them, has increased. They are scattered through all the divisions of the Presidency. Perhaps the most important are the Victoria Jubilee School at Sukkur, the School of Industry at Ratnágiri, noted for its carpentry, cabinet making and inlaid work, and the School of Industrial Art at Ahmednagar, which is conspicuous for its large attendance and the variety of trades taught in it. These schools or classes are under the general supervision of Dr. Thomson of the College of Science, an expert who is doing his best to organise and systematize technical instruction in the Presidency. Carpentry is what is taught in most of them with the necessary accompaniment of drawing. They will make more progress when people more fully recognise the necessity of combining some ordinary schooling with the teaching of a craft. Under the head of Other Schools are included agricultural and commercial schools and classes. The possibility of organizing these two forms of

instruction in such a manner as to attract those who might really profit by them is engaging the earnest attention of Government.

TABLE 93.—*Expenditure, according to Sources, on Technical Institutions, 1901-1902.*

Province.	Engineering Colleges.			Engineering and Surveying Schools.			Schools of Art.			Industrial Schools.			Other Schools.		
	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	55,113	14,323	69,436	2,000	2,724	4,724	35,661	9,703	45,364	85,300	1,12,728	1,98,028	57,250	17,053	74,303
Figures for 1896-97...	47,462	7,813	55,275	2,600	647	3,247	35,432	9,836	45,268	90,336	1,12,113	2,02,449	67,869	7,641	75,510
Percentage of Increase or Decrease.	+16	+83	+26	−23	+321	+45	+1	−1	+·2	−6	+·5	−2	−16	+123	−2

The increased expenditure from private funds under most headings at least, in this table, is remarkable. The contraction in public expenditure is due to a reduction of grants-in-aid from Provincial Revenues, and also to an inevitable diminution in the expenditure of Municipalities upon schools under their management.

TABLE 94.—*Expenditure on Scholarships in Special Schools (other than Training Schools), 1896-97 and 1901-1902.*

Province.	1896-97.						1901-1902.					
	Provincial Revenues.	Local Funds.	Municipal Funds.	Other Sources	Total.	Percentage of Total Expenditure on Scholarships.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other Sources.	Total.	Percentage of Total Expenditure on Scholarships.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	10,952	7,751	204	6,602	25,509	20	6,586	9,139	1,564	10,620	27,909	16
Percentage of increase or decrease	...	...	...	...	...	...	−40	+18	+667	+61	+9	...

There is a decrease in the contribution from Provincial Revenues, but this is explained by the exclusion from this year's return by the Accountant-General, of a sum of Rs. 5,222 for scholarships in the Medical School, Poona, which was included in last year's return. The increase under "Other Sources" is due to the expenditure of Rs. 4,830 on scholarships in the Industrial School at Nagar. This school was not included in the report for 1896-97. There is an increase of 34 per cent. in the Local Fund expenditure of Sind alone: and in the same Province Municipalities, which in 1896-97 contributed nothing, have for the year 1901-1902 contributed nearly Rs. 1,000.

TABLE 95.—*Results of University Examinations in Engineering, 1896-97 to 1901-1902.*

Examination.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...
B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...
L. C. E.	14	12	13	12	15	11	22	20	21	12	35	35
Second L. C. E.	13	12	21	16	17	15	28	25	30	24	49	31
First L. C. E. (Old)	...	...	...	...	...	...	...	...	...	...	...	...
Do. (New)	30	19	41	16	45	28	50	29	66	45	60	40

Practical subjects in General Education.

Attention has been drawn in preceding chapters to what has been done in this respect. It is sufficient here to refer to the introduction of drawing as a compulsory subject both in High Schools and Training Colleges, to the introduction of kindergarten occupations, object lessons, mensuration and elementary science and agriculture in the revised standards of primary schools, and to the development of workshops in connection with Training Colleges and schools, particularly in the Southern Division. The Department cannot do much so far as secondary schools are concerned, because the curriculum in them is practically determined by the requirements of the University. In an English school there are generally to be found amongst the masters some who are Geologists or Botanists or Photographers or Carpenters, who can interest and instruct the boys in pleasant ways out of school hours. But unfortunately men of this type, able and willing to devote their leisure to country excursions, &c., are seldom to be found. Whatever is to be taught must be taught as a school lesson, and it is difficult to add to a boy's stock of information without adding to the burden of his school work.

CHAPTER IX.

FEMALE EDUCATION.

Number of girls under instruction.

TABLE 96.—*Number of Girls in Public Institutions, 1891-92 and 1896-97 to 1901-02.*

	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	Percentage of Increase or Decrease.	
								1896-97 compared with 1891-92.	1901-02 compared with 1896-97.
Bombay	67,432	71,053	74,392	70,046	77,894	81,054	81,477	+5	+15
Percentage of Increase compared with preceding year ...	+6	—6	+5	—6	+11	+4	+·5	...	...

TABLE 97.—*Proportion of Girls in Public Institutions, 1891-92, 1896-97 and 1901-02.*

	1891-92.		1896-97.		1901-02.	
	Total.	Percentage of school age.	Total.	Percentage of school age.	Total.	Percentage of school age.
Bombay	67,432	3·46	71,053	3·63	81,477	4·39

The figures in these two tables may be regarded as showing a fairly satisfactory advance for the whole Presidency, especially when it is taken into account that in the Southern Division and in Sind there has been, owing to plague, a very great falling off in the attendance of girl pupils.

Mixed Education.

The table which follows gives the facts as to "mixed education." It is chiefly in the lower standards of primary schools that girls attend boys' schools. I may note here that in India the Colleges of the Universities are open without restriction to women, who attend the same lectures, go through the same course of instruction, and are eligible for the same degrees as men. As they do not reside in the Colleges, the difficult question of discipline does not arise; and as a Master's degree does not here give a voice in the management of University affairs, what is felt in England to be the greatest obstacle to the admission of women to degrees does not exist in India.

Race and Creed of Girls under Instruction.

TABLE 98.—*Classification of Pupils in Girls' Schools and of Girls under Instruction, 1901-02.*

	In Public Institutions for Girls.			In Public Institutions for Boys.		Total Girls in Public Institutions.	Girls in Private Institutions.	Total Girls under Instruction.	Percentage of school age.
	Total Pupils.	Boys.	Girls.	Girls.	Percentage of Total Girls.				
Bombay	55,134	1,945	53,189	28,288	35	81,477	11,586	93,063	5·02
Figures for 1896-97 ...	46,526	1,524	45,002	26,051	37	71,053	11,110	82,163	4·19
Percentage of Increase .	19	28	18	9	...	15	4	13	...

1896-97 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF GIRLS UNDER INSTRUCTION IN PUBLIC INSTITUTIONS 1901-02

Percentage	
Bombay Presidency	3·6
Central Division	2·7
Northern Do	4·6

Percentage	
Kathiawar	3·8
Southern Division	3·3
Sind	4·4

Percentage	
Bombay Presidency	5·4·3
Central Division	4·4
Northern Do	5·9

Percentage	
Kathiawar	5·9
Southern Division	3·
Sind	3·7

TABLE 99.—*Pupils in Secondary and Primary Schools for Girls according to Race or Religion, 1891-92, 1896-97 and 1901-1902.*

Race or Religion.	1891-92.				1896-97.				1901-1902.			
	SECONDARY.		PRIMARY.		SECONDARY.		PRIMARY.		SECONDARY.		PRIMARY.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
Hindus	146	3·6	30,432	73·8	58	1·8	33,280	77·3	261	5·1	36,628	73·6
Muhammadans	13	·3	6,663	16·1	9	·3	6,756	15·8	55	1·1	6,089	12·2
Native Christians	1,391	34·3	855	2·1	853	25·9	1,164	2·7	1,619	31·5	2,686	5·4
Europeans	1,855	45·8	1	...	1,942	59·1	...	...	2,136	41·6	48	·1
Others	647	16·0	3,302	8	424	12·9	1,848	4·2	1,065	20·7	4,298	8·7
Total ...	4,052	...	41,253	...	3,286	...	43,078	...	5,136	...	49,759	...

The most striking figure. here is that for Native Christians. It illustrates the success of missionary effort in times of distress. The Pársis, a most advanced community, are the chief element in "Others." In all these tables we must, to measure the true advance, contrast the figures for 1901-1902 with those of 1891-92. It is evident that in 1896-97 large numbers of pupils were temporarily absent on account of plague.

Stages of instruction for girls in Non-European Schools.

TABLE 100.—*Girls in Secondary and Primary Schools for Indians according to stages of Instruction, 1901-1902.*

Province.	High.	Middle.	Upper Primary.	Lower Primary (A).	Lower Primary (B).	Total.
Bombay	364	919	10,985	28,214	38,327	78,809
Total for 1896-97 ...	215	492	8,539	24,482	35,175	68,903
Percentage of increase .	+69	+87	+29	+15	+9	+14

For the same reason the large increase shown under some headings in Table 100, from which European schools are excluded, is rather apparent than real. It will be noticed that the number of girls in the lower primary stage is nearly equal to that in the upper primary and middle stages taken together.

Girls in Colleges and Special Schools.

TABLE 101.—*Girls in Colleges and Special Schools, 1901-1902.*

Province.	Arts Colleges.	Professional Colleges.	Training Schools.	Art Schools.	Medical Schools.	Other special Schools.
Bombay	30	45	234	20	5	86
Total for 1896-97 ...	18	20	162	19	1	5

The 86 girls shown in the last column are all in the Central Division. Seventy-six of them attend the Industrial Arts School at Nagar. The remaining 10 learn drawing in different schools. The five pupils shown under "Medical Schools" attend the Midwifery School in Sind. Hindu girl students in Arts are rather rare, those who attend Arts Colleges being generally English, Pársis, and Eurasians. The Grant Medical College is the Professional College attended by girls.

Secondary Schools for Girls.

TABLE 102.—*Secondary Schools for Girls, English, 1896-97 and 1901-1902.*

Province.	1896-97.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay ...	2	40	1	42	1	22	56	3,102	3	80	63	3,286

Province.	1901-1902.												Percentage of increase or decrease, 1901-1902, compared with 1896-97.	
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay ...	2	128	1	26	1	7	58	4,794	5	181	67	5,136	+6	+56

The two Government schools are the school for Native girls in Poona, and the school in Ahmedabad. Both of them are connected with the Government Training Colleges. The larger number of the schools shown in the table are for Europeans and Eurasians.

TABLE 103.—*Pupils in Secondary Schools for Girls according to Stages of Instruction, 1891-92, 1896-97 and 1901-1902.*

Stage of Instruction.	1891-92.		1896-97.		1901-1902.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
High	345	8·5	386	11·7	573	11·2
Middle	1,070	26·4	796	24·2	1,264	24·6
Upper Primary	813	20·1	751	22·9	1,052	20·5
Lower Primary	1,824	45·0	1,353	41·2	2,247	43·7
Total ...	4,052	...	3,286	...	5,136	...

What I have said with regard to the figures in tables 98 and 99 applies here also. The majority of those in the high stage are European and English speaking girls.

Primary Schools for Girls.

TABLE 104.—*Primary Schools for Girls, 1896-97 and 1901-1902.*

Province.	1896-97.												1901-1902.											
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.		Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay ...	3	338	296	18,380	210	14,160	233	10,082	2	118	744	43,078	3	368	315	18,814	221	14,876	212	14,177	17	1,524	768	49,759
Percentage of increase or decrease, 1901—1902 compared with 1896-97	...	...	...	...	...	...	...	...	...	...	...	..	...	+9	+6	+2	+5	+5	—9	+[illegible]	+750	+1192	+3	+16
1896-97 compared with 1891-92 ...	...	+42	+1	+2	+20	+26	+16	—13	—60	—34	+10	+[illegible]	...	...	...	...	...	...	...	...	...	...	...	...

The most remarkable figure here is that for unaided schools. Ten of these are in the Central Division where the number of pupils attending this class of schools has risen from 91 to 1,172. There are no unaided schools in the Southern Division, and only five in Sind.

TABLE 105.—*Comparative Statistics of Primary Schools for Girls, and of Girls in Primary Schools, 1896-97 and 1901-1902.*

Province.	1896-97.					1901-1902.					Percentage of increase or decrease, 1901-1902 compared with 1896-97.		
	Primary Schools for Girls.			Number of Girls in Primary Schools for Boys.	Total of Girls in Primary Schools.	Primary Schools for Girls.			Number of Girls in Primary Schools for Boys.	Total of Girls in Primary Schools.	Schools for Girls.	Pupils in Schools for Girls.	Girls in Primary Total Schools.
	Number of Schools.	Number of Pupils.	Number of Boys.			Number of Schools.	Number of Pupils.	Number of Boys.					
Bombay	744	43,078	1,034	25,396	67,440	768	49,759	1,129	27,438	76,068	+3	+16	+13
Percentage of increase, 1901-1902 compared with 1896-97	...	...	...	...	...	+3	+16	+9	+8	+13	...	...	...
1896-97 compared with 1891-92	+10	+4	—23	+9	+7	...	...	...	...	...	...	...	...

Average Strength of Schools for Girls.

The low figures for 1896-97 are due to the temporary closure of a number of schools on account of plague.

TABLE 106.—*Average strength of Schools for Girls, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.		1896-97.		1901-1902.	
	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.
Bombay	70	61	52	58	77	65

Expenditure on Schools for Girls.

TABLE 107.—*Expenditure on Secondary and Primary Schools for Girls, 1896-97 and 1901-1902.*

Province.	1896-1897.							1901-1902.							Percentage of Increase or Decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other Sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other Sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Public management.	Aided.	Total.					Public management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bombay...	52,835	93,404	1,46,239	1,00,769	1,06,121	3,26,369	6,79,498	52,674	1,08,771	1,61,445	1,19,324	1,08,915	3,86,214	7,75,898	+14	+31
Percentage of Increase, 1901-1902 compared with 1896-97 ...	...	...	...	...	...	...	...	—·3	+16	+10	+18	+3	+18	+14	.....	.....
1896-97 compared with 1891-92	+26	+46	+38	+4	+35	+38	+31	...	...	...	...	...	...	...	.....	.....

TABLE 108.—*Expenditure on Primary Schools for Girls, 1901-1902.*

Province.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other Sources.	Total.	Total expenditure per 1,000 of the Female Population.
	Public Management.	Aided.	Total.					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay	43,815	31,833	75,648	1,18,189	13,803	2,41,726	4,49,366	36·3
Total for 1896-97 ...	43,895	24,628	68,523	99,617	11,684	1,97,374	3,77,198	28·9
Percentage of Increase ...	—·2	+29	+10	+19	+18	+22	+19	...

TABLE 109.—*Percentage of Direct Expenditure from Public Funds on Schools for Girls, Secondary and Primary, 1891-1892, 1896-97 and 1901-1902.*

Province.	1891-92.	1896-97.	1901-1902.
Bombay	7·8	8·3	9·3

The tables show a general increase in expenditure. The rise in Table 109 is explained by the cost of improving buildings and apparatus and of the higher salaries of trained teachers who are now more generally employed. The growth in the contribution from Other Sources is explained partly by the increased expenditure of the States in Káthiáwár, partly by the expenditure of Missions. The cost of female education cannot of course diminish so long as it is given free to the same extent as now.

TABLE 110.—*Average Annual cost of a Primary School for Girls and of a Pupil in such school, 1901-1902.*

Province.	School.			Pupil.		
	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.
	Rs.	Rs.	Rs.			
Bombay	252	333	585	3·9	5·1	9·0
Average for 1896-97.	226	281	507	3·9	4·9	8·8

With the exception of Parsis, Native Christians, and a very few advanced Hindus and Mahomedans, girls in this country almost always leave school when they are married. They have rarely gone beyond the third or fourth standards and soon forget what they have learnt. There are some educated men who do not take female education seriously at all. On the other hand, I have heard of a gentleman who stated that he found the letters of his daughters, who had been well educated and had married gentlemen living in distant towns, a source of the greatest comfort to him. If there is no great enthusiasm for female education, at least there is now no active opposition to it. Ladies attached to Missions and benevolent societies of different kinds can do and do much to promote it: and with the growth of a more enlightened opinion among men it may be hoped that, in large towns at least, some active efforts may be made to advance it. The last five years have been bad years, unfavourable to progress in all directions. Bearing this in mind, there is no cause for despondency. Even in the most prosperous times circumstances well known to all make it foolish to expect any great or startling development.

CHAPTER X.

EUROPEAN EDUCATION.

Most of the European schools are on the fixed grant system, direct provision being made for them mainly by great religious and charitable societies, and by the Railway Companies. Considering the unfortunate circumstances of the time, satisfactory progress has been made. The chief complaint still is that the pay and prospects of the teaching profession are not sufficiently good to tempt the best men to become Assistant Masters. In girls' schools, at least in the Central Division, trained teachers have been brought out from England with the object of improving the methods of Mistresses already employed. Physical training is now carefully attended to, but there is a tendency to neglect it in girls' schools, specially with regard to girls in the more advanced standards.

TABLE 111.—*European pupils in all Divisions according to their attendance at Schools for Europeans and non-Europeans, 1901-1902.*

Province.	Schools for Europeans.				European pupils in Schools for non-Europeans.	Percentage of Total European pupils.	Total European pupils.
	European pupils.	Non-European pupils.	Total pupils.	Percentage of European pupils.			
Bombay	3,412	437	3,849	88	752	18	4,164

Progress of European Education.

TABLE 112.—*Progress of European Education, 1886-87 to 1901-1902.*

Province.	Number of pupils.				Percentage of Increase or Decrease.		
	1886-87.	1891-92.	1896-97.	1901-1902.	1891-92. compared with 1886-87.	1896-97 compared with 1891-92.	1901-1902 compared with 1896-97.
Bombay ...	3,619	4,049	3,836	4,164	+12	—5	+9

The fall in 1896-97 was due to the closure or partial desertion of schools on account of Plague.

TABLE 113.—*Comparative Statistics of European pupils in classes of institutions, 1896-97 and 1901-1902.*

Class of Institution.	1896-97.	1901-1902.		Percentage of increase or decrease, 1901-1902 compared with 1896-97.
	Number of pupils.	Number of pupils.	Per cent. of Total.	
Arts Colleges	22	17	·88	—23
Professional Colleges.				
Law	5	1	·29	—80
Medicine	·54	72	12·65	+33
Engineering	1	...	...	—100
Total ...	60	73	6·86	+22

Class of Institution.	1896-97.	1901-1902.		Percentage of increase or decrease, 1901-1902 compared with 1896-97.
	Number of pupils.	Number of pupils.	Per cent. of Total.	
Secondary Schools.				
For Boys	1,702	1,839	4·24	+8
For Girls	1,942	2,136	41·59	+10
Total ...	3,644	3,975	8·19	+9
Primary Schools.				
For Boys...	1	3	·001	+200
For Girls...	...	48	·10	+4,800
Total ...	1	51	·01	+5,000
Training Schools.				
For Masters	...	...	...	...
For Mistresses	19	24	10·26	+26
Other Special Schools ...	85	24	·75	—72
Private Institutions.				
For Boys	...	...	...	...
For Girls...	5	...	...	—500
Total ...	5	...	...	—500
GRAND TOTAL ...	3,836	4,164	·65	+9

With regard to the figures for boys attending secondary schools the number returned for Sind has fallen from 190 to 80. It is due to the opening of a large unrecognised school in Karáchi which submits no returns to the Department. All the boys shown as attending special schools are in the Central Division. The attendance of Europeans at the School of Art and at industrial schools has declined.

TABLE 114.—*Percentage of Europeans in Stages of Instruction compared with other classes, 1896-97 and 1901-1902.*

Stage of Instruction.	1896-97.		1901-1902.	
	Europeans.	Other classes.	Europeans.	Other classes.
Collegiate	·6	·2	·4	·3
High	12·6	2·1	13·2	3·0
Middle	20·8	3·1	21·6	4·1
Upper Primary	26·7	28·8	25·8	27·3
Lower Primary	39·3	65·8	39·0	65·3

The figures here show no change worth noting. The percentage of Europeans is higher in the higher standards. In many cases the children of European parents receive their elementary education at home, so that they never go into the primary classes of schools at all.

Europeans at Public Examinations.

TABLE 115.—*Passes by Europeans at Public Examinations, 1901-1902.*

Province.	First LL.B.	B.A., &c.	P.E.	Intermediate.	Medical.	Matriculation.		Middle School.	
						Boys.	Girls.	Boys.	Girls.
Bombay	2	4	6	1	5	10	20	23	14
Figures for 1896-97 ...	...	2	6	4	8	34	17	10	21

The figures for the middle examination for boys for both years are for the Northern Division alone. The fourteen girls who passed this Examination also came from that Division, as did nineteen out of the twenty-one who passed in 1896-97. It is not a public examination at all in the sense in which that name is commonly and naturally understood.

Secondary and Primary Schools for Europeans.

TABLE 116.—*Comparative Statistics of Secondary Schools for Europeans, 1896-97 and 1901-1902.*

Province.	Secondary Schools.					
	1896-97.		1901-1902.		Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay ...	44	3,468	46	3,814	+5	+10

TABLE 117.—*Schools for Europeans according to management, 1901-1902.*

Province.	Public Management.		Aided.		Unaided.		Total.		Boys.	Girls.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		
Secondary Schools, Bombay ...	...	...	44	3,738	2	76	46	3,814	1,771	2,043
Total for 1896-97 .	...	...	43	3,427	1	41	44	3,468	1,543	1,925

The two new schools are St. Isabel's School in Bombay, which was formerly returned as "English-teaching" and the European preparatory classes at Apollo Bandar, Bombay, a school which was first included as unaided in the report for 1900-1901. It may be repeated here that all European schools are necessarily secondary, because the teaching in all of them is in English. The number of pupils in the Central Division has risen by 380. Of the total of 44 schools 34 are in that Division. The Inspector calls special attention to the progress made during the last five years by the Bombay Education Society's School at Byculla and by the Panchgani High School which is supported by the Church Missionary Society and is well managed by Miss

Kimmins. He remarks that the Bombay schools have been very hard hit by plague, and that it is doubtful if the Boarding Institutions will ever thoroughly recover. In the Southern Division the schools of the Southern Mahratta Railway at Dhárwár and Hubli, and that maintained at Belgaum by a religious society are reported to be well accommodated, well equipped, and well conducted, and to supply the educational wants of the three towns in which alone there is a European community. It is noted that in Sind European schools suffer from isolation and consequent absence of emulation.

TABLE 118.—*Stages of Instruction of Pupils in European Schools, Secondary and Primary, 1901-1902.*

Province.	Boys.						Girls.					
	High.	Middle.	Upper Primary.	Lower Primary A.	Lower Primary B.	Total.	High.	Middle.	Upper Primary.	Lower Primary A.	Lower Primary B.	Total.
Bombay	253	345	428	637	108	1,771	243	454	549	697	100	2,043
Figures for 1896-97	228	326	405	467	117	1,543	213	401	525	548	238	1,925
Percentage of Increase ...	+11	+6	+6	+36	—8	+15	+14	+13	+5	+27	—58	+6

Expenditure on Schools for Europeans.

TABLE 119.—*Expenditure on Schools for Europeans, Secondary and Primary, 1896-97 and 1901-1902.*

Province.	1896-97.						1901-1902.						Percentage of Increase or Decrease, 1901-1902, compared with 1896-97.
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Bombay	1,04,441	...	1,440	1,33,111	1,39,407	3,78,399	95,773	...	940	1,14,658	1,49,581	3,60,952	—5
Percentage of Increase or Decrease, 1901-1902, compared with 1896-97	...	...	...	...	...	...	—8	...	—35	—14?	+7	—5	...

TABLE 120.—*Average Annual Cost of each Pupil in Schools for Europeans, Secondary and Primary, 1901-1902.*

Province.	Public Funds.	Private Funds.	Total.
Bombay	25·4	69·3	94·7
Average for 1896-97	30·5	78·6	109·1

The increase under other sources here is remarkable. In the Central Division the expenditure under this head rose from Rs. 1,05,637 in 1896-97 to Rs. 1,20,346—an increase of nearly Rs. 16,000, derived from subscriptions and donations from Mission funds. On the other hand the fee receipts in that Division fell from Rs. 1,02,713 to 91,087. In the Northern Division private contributions fell by about Rs. 1,000, a very small fall when the sufferings of Gujarát are taken into account. The fee receipts on the other hand rose by Rs. 25,100, and the figures would have been higher if the Railway school at

Abu had sent in its accounts in time to be included in the Report. In the Southern Division private contributions have risen in a mount by about Rs. 700, and there has been a slight increase in fee receipts. The increased expenditure from Provincial Funds has been in the Central Division and in Sind. It has decreased in the Northern Division, and in the Southern Division is the same that it was five years ago. The figures for 1896-97 were high because the attendance had fallen off, and the expenditure had not yet been reduced.

CHAPTER XI.

PROGRESS OF MAHOMEDAN EDUCATION.

The figures bearing on Mahomedan education are, taking the Presidency as a whole, fairly satisfactory. In the Central Division the total number of pupils has risen from 21,353 in 1896-97 to 23,684 in 1901-1902 notwithstanding the disturbances caused by plague and famine. In the Northern Division the decline is very slight considering the exceptional distress that has prevailed in Gujarát. In Sind, things are about as they were five years ago. The decline is considerable in the Southern Division, where Mahomedans are very poor. But in Káthiáwár there has, as already noted, been a very marked improvement during the last ten years, and some improvement even in the last five years. Special efforts are made to attract Mahomedans. As great difficulty has been experienced in getting competent masters for schools, special scholarships are now offered in the Central and Southern Divisions to those who will pass the Public Service Certificate Examination and go through the course of instruction in the Training Colleges. Special scholarships are reserved for Mahomedan boys in schools, and, in addition to these public scholarships, the scholarships founded by the late Kaji Shabudin are reserved for them. Persian teachers are attached to Government High Schools, and there is at least one Mahomedan Deputy Inspector in each district. Hitherto progress has been retarded not only by the comparative poverty of Mahomedans in some parts, but by their general apathy and unwillingness to adapt themselves to changing circumstances by changing their old modes of education. Recently, however, there has been an awakening within the community, and among the most remarkable events in the last five years have been the Educational Conferences held in Surat in 1901 and in Bombay in 1902. They were organized by leading Mahomedan gentlemen with a view of popularising education in the community and of raising funds wherewith to help poor and deserving students. His Excellency the Governor attended the Conference in Bombay and manifested the greatest sympathy with the movement. Several prominent officials also supported it. The result will be awaited with interest. The experiment is now being tried of allowing Koran reading in the Urdu Municipal schools in Bombay. It is hoped that this may make the schools more attractive. The Mullas appointed to teach must be approved by the Joint Schools' Committee, and the reading must not be taught in the hours devoted to ordinary school work. It is as yet too early to judge what success will attend this experiment.

I have already remarked upon a change that has been made in Sind. No grant is to be given for purely Koran teaching. It is required as a condition of registration that the Mulla should have an adequate knowledge of Arabic-Sindhi, and the grant is assessed on the secular attainments of the pupils. The standard of the schools has in consequence risen. The higher class of Mahomedans—the Zamindars—appear gradually to be learning the value of education. The chief difficulty in their case is to overcome their unwillingness to send their children away from home to school. To meet this difficulty boarding-houses for their sons have already been established at Karáchi, Lárkhána and Mirpur Khas. A very largely attended Educational Conference was held by the Mahomedans at Hyderabad in January of the present year. The three tables which follow show the total number of Mahomedans under instruction in public and private institutions for the last three quinquennial years, the proportion for the last two quinquennial years of Mahomedans under instruction to the Mahomedan population of school-going age with the corresponding proportion for all classes in the Presidency, and the percentage of Mahomedan pupils in public schools to the total number of pupils belonging to that community. It will be noticed with regard to the second table that the Mahomedans are not maintaining their advantage relatively to other classes.

TABLE 121.—*Progress of Mahomedan Education, 1891-92, 1896-97 and 1901-1902.*

Province.	Mahomedans under instruction in Public and Private Institutions.			Percentage of Increase or Decrease.	
	1891-1892.	1896-97.	1901-1902.	1896-97 compared with 1891-92.	1901-1902 compared with 1896-97.
Bombay	119,392	138,355	134,809	+16	—3

TABLE 122.—*Percentage of Mahomedans under Instruction to Mahomedan Population of School-going age, 1896-97 and 1901-1902.*

Province.	1996-97.		1901-1902.	
	Mahomedans.	All classes.	Mahomedans.	All classes.
Bombay	21·0	16·0	19·7	16·1

TABLE 123.—*Percentage of Mahomedans in Public Institutions to Total Mahomedans under Instruction, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.	1896-97.	1901-1902.
Bombay	81	77	73·0

The following table distributes the Mahomedan pupils in the Presidency between public and private institutions, showing at the same time the proportion in each case to the total number of pupils. The initial column shows the proportion of Mahomedans in the total population. Outside of Sind, Khándesh and Dhárwár are the only districts in which Mahomedans are numerous. In each of these districts the number is a little over 100,000.

TABLE 124.—*Distribution of Mahomedans under Instruction, 1896-97 and 1901-1902.*

Province.	Percentage of Mahomedans in Total Population.	1896-97.						1901-1902.					
		Public Institutions.		Private Institutions.		Total Institutions.		Public Institutions.		Private Institutions.		Total Institutions.	
		Mahomedan Pupils.	Percentage of Total Pupils.	Mahomedan Pupils.	Percentage of Total Pupils.	Mahomedan Pupils.	Percentage of Total Pupils.	Mahomedan Pupils.	Percentage of Total Pupils.	Mahomedan Pupils.	Percentage of Total Pupils.	Mahomedan Pupils.	Percentage of Total Pupils.
Bombay ...	17·9	106,225	17·6	32,130	45·4	133, 355	20·6	98,382	17·3	36,427	51·2	134,809	21·1

Mahomedans in Public Institutions.

TABLE 125.—*Classification of Mahomedans in Public Institutions, 1896-97 and 1901-1902.*

Province.	1896-97.								1901-1902.								Percentage of Mahomedans in Total Population.
	Arts Colleges (English).		Professional Colleges.		Secondary Schools.		Primary Schools.		Arts Colleges (English).		Professional Colleges.		Secondary Schools.		Primary Schools.		
	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	Mahomedans.	Percentage of Total Pupils.	
Bombay	29	2·7	21	2·8	1,902	5·3	104,075	18·5	67	3·5	38	3·6	2,840	5·9	95,100	18·5	17·9

This table is of interest as showing a growing tendency on the part of Mahomedans to pursue education beyond the Primary stage. The decrease in the attendance at Primary schools, due to plague and famine, is not confined to the Mahomedan community.

TABLE 126.—*Success of Mahomedans at University Examinations, 1896-97 and 1901-1902.*

Province.	1896-97.												1901-1902.												Percentage of Mahomedans in total population.
	Matriculation.		Intermediate.		B.A.		M.A.		Law.		Medicine.		Matriculation.		Intermediate.		B.A.		M.A.		Law.		Medicine.		
	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	
Bombay ...	29	2·4	21	2·8	1	·5	1	10·0	2	·9	1	1·1	31	2·5	21	2·8	6	2·5	2	16·7	8	3·0	9	4·1	17·9

The same upward tendency, which I have just noted, is apparent here also. It is very marked in the case of medicine.

TABLE 127.—*Success of Mahomedans at Departmental Examinations, 1901-1902.*

Province.	Middle.		Upper Primary.		Lower Primary.		Percentage of Mahomedans in total population.
	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	Mahomedan Passes.	Percentage of Total.	
Bombay	62	3·8	1,934	10	5,217	13·2	17·9
Total for 1896-97.	50	3·3	3,048	14·3	5,860	13·2	16·3

The Mahomedan child does better in the middle than in the lower examination. He is probably less intelligent and less eager to learn than the Hindu at the same age. The percentage figure in the Central Division for the upper primary examination fell from 25 to 7. The Inspector says that the explanation of this is that in schools which were disturbed by plague an inspection was held in place of a regular examination.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and Noblemen.—The chief institution in this Presidency for this class is the Rájkumar College in Rájkot, in which there are now 43 pupils, 15 of whom come from States outside Káthiáwár. Of these 15 two are Mahomedans from Wai and Sávanur. The great difficulty in raising the standard of education in schools of this kind is that boys have not the same incentive to work that boys in ordinary schools have. An excellent school has been erected by His Highness the Thákor Sáheb of Gondal for his Girásias. According to the latest report there were 74 students on the roll against 58 for last year. The total cost of the institution was Rs. 29,731. The fee receipts were Rs. 13,430. At the Tálukdari Girásias School at Wadhwán, the number of pupils has risen from 60 to 63. In the Northern Division there is a small school at Vagiria for the sons and relations of petty Tálukdars under the Rewa Kantha Agency, and there is a small school of the same kind at Sadra in the Mahi Kántha Agency. The attendance at both of these schools has slightly declined. Some of the richer Chiefs engage private tutors for their sons. The two schools for Tálpurs, maintained by Government in Sind, which in 1896-97 had 33 pupils, were closed in 1897-98 on account of plague. Many of the pupils were transferred to the Sind Madressa at Kárachi, where they have improved very much, thanks to the tact and care of the Principal of the Madressa, Mr. Percy Hide. In Kolhápur in the Southern Division a special class for Sirdars is attached to the Rájárám High School. A considerable number of sons of petty Sirdars also attend the ordinary Government Schools, and the reports with regard to them are favourable. A few go on to the Colleges.

Education of Backward Classes.—By backward classes are meant aboriginal and hill tribes and the members of the lowest Hindu castes. Their attendance is encouraged in all schools. They are admitted free. Scholarships are given to them, and sometimes they are provided with clothes, books, slates, &c. There are also special schools and classes for them, the teachers in which come from the same classes as the pupils, or are Mahomedans. It is impossible to get high caste teachers. But the work done in the schools is creditable to the masters who as yet are nearly all untrained. These people are very poor, and generally dirty in their habits. The mortality amongst them in times of famine is very great. The greatest improvement in their condition is now seen in the Central Division. Two members of aboriginal or hill tribes are now in the Poona Training College. Some during the last five years have passed the Public Service Examination. Others are found in secondary and industrial schools. In the industrial school at Nagar there are as many as 160. There is a Mahar pupil in the Poona Training College and there are 17 of this caste in the Christian Society's Normal School at Nagar. The Mission Schools in the Poona, Sholápur, Nagar and Násik Districts are mostly attended by low-caste pupils, and Mr. Prior justly remarks that "the best thanks of the Department are due to the unselfish labours of Missionaries who resolutely tackle the situation by educating the children of these poor people and afterwards training them as masters or teaching them a trade." Mr. McKenzie, a Deputy Commissioner in Sind, reports that a great deal has been done towards reclaiming by education the sons of the outlaws established in the Hur Settlements in that Province. But he also insists that much more might be done if we could get as masters men more competent and more interested in their work.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

General Statistics of Private Institutions.

TABLE 128.—*General Statistics of Private Institutions, 1891-92, 1896-97 and 1901-1902.*

Class of Institution.	1891-92.		1896-97.		1901-1902.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Advanced Institutions—						
Arabic or Persian	29	503	37	2,181	44	1,883
Sanskrit	50	571	56	642	25	504
Other Oriental Classics ...	4	96	14	415	42	2,293
Elementary Institutions—						
Vernacular ... Boys	1,797	43,985	1,777	44,257	1,184	33,865
Vernacular ... Girls	5	1,029	2	71	7	795
The Koran ... Boys	640	12,674	669	14,869	1,153	23,918
The Koran ... Girls	45	920	263	7,621	126	4,618
Other Schools. Boys	200	8,016	13	663	122	3,216
Other Schools. Girls	1	38	1	30	...	...
Total ...	2,771	67,832	2,832	70,779	2,703	71,092
Percentage of Increase, compared with preceding year	...	...	+2	+4	—5	+·4
Percentage of Increase in vernacular schools only	...	...	—1	—2	—33	—22
Average number of Pupils in vernacular schools...	...	25	...	25	...	29

It is difficult to get trustworthy statistics with regard to institutions of this kind. They cannot be compelled to make returns. The Deputy Inspectors are instructed to visit such of them as they come across in their tours, and to recommend any which seem deserving of assistance. The students of "Other Oriental Classics" are divided about equally between Káthiáwár and the City of Bombay. The students in Káthiáwár learn Magadhi, the language of the sacred books of the Jains. The officer who compiled the figures for Bombay has by mistake returned under this heading 21 schools with 1,107 Mahomedan pupils where a little Persian is taught in addition to the vernacular Hindustani. The number of Koran schools for boys in Sind has risen during the last five years from 241 with 3,260 pupils to 725 with 10,524 pupils, and the total number of private institutions, nearly all elementary, has risen from 545 with 8,105 pupils to 764 with 11,172 pupils. In Káthiáwár it has risen from 84 with 4,438 pupils to 257 with 11,873 pupils. There is a decline in the number of Sanskrit schools. The school of Shastris, instructed and instructing in old ways, is fast dying out in this part of the world. A few of them are still engaged in the Government Arts Colleges, but I believe that they are not so good as they were five and twenty years ago. Whatever they knew has been extracted from them by European scholars and made accessible to the world in European languages.

TABLE 129.—*Comparative Statistics of Pupils in Classes of Private Institutions, 1896-97 to 1901-1902.*

Class of Institution.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of Increase or Decrease 1901-1902 compared with 1896-97.
Advanced Institutions:—							
Arabic or Persian	2,181	1,999	2,729	2,959	1,586	1,883	—14
Sanskrit	642	616	705	907	446	504	—21
Other Oriental Classics ...	445	621	725	743	825	2,293	+42
Elementary Institutions:—							
Vernacular	44,328	42,512	39,881	37,853	32,815	34,660	—22
The Koran	22,490	21,678	24,585	26,422	25,902	28,536	+27
Other Schools	693	360	2,223	613	2,153	3,216	+364
Total ...	70,779	67,786	70,848	69,497	63,727	71,092	+·4
Percentage of Increase or Decrease compared with preceding year	...	—4	+5	—2	—8	+12	...

TABLE 130.—*Proportion of Pupils in Private Institutions according to Provinces, 1891-92, 1896-97 and 1901-1902.*

Province.	1891-92.		1896-97.		1901-1902.	
	Pupils in Private Institutions.	Percentage of Total under Instruction.	Pupils in Private Institutions.	Percentage of Total under Instruction.	Pupils in Private Institutions.	Percentage of Total under Instruction.
Bombay	67,832	11	70,779	11	71,092	11

TABLE 131.—*Pupils in Private Institutions according to Race or Creed, 1901-1902.*

Race or Creed.	Number of Pupils.	Percentage of Total Pupils in Private Institutions.	Percentage of Total Race or Creed under Instruction.
Europeans and Eurasians	.....	.....	.....
Native Christians	2,311	3·2	13·1
Hindus	31,606	44·5	6·8
Mahomedans	36,427	51·2	27·0
Others	748	1·1	3·9
Total ...	71,092	.....	11·1

The high figures for Mahomedans in table 131 correspond with the statistics as to Koran schools.

CHAPTER XIV.

Hostels or Boarding Houses.

There is no subject of greater importance than this, and it is satisfactory to find that its importance is now being recognised. A visitor to an Indian school, if he inquires of the pupils how and where they live, will find that many of them, having neither friends nor relations in the town in which their school is, live in what is called a hotel. This means that they have a small, dark, dirty room in a house probably situated in the filthiest, because in the cheapest, part of the town. Their surroundings are insanitary; for food they must take what they can get, and when they can get it; their morals must take care of themselves. If it were simply a question of food, I should still regard it as one of prime importance. In old days in India a good meal and a rest intervened between a boy's morning and evening school hours. Now things are changed. The family breakfast must be served early enough to allow the head of the household to partake of it before he goes to his daily work. The boy's stomach must accommodate itself to the requirements of a Government office. I am glad that I was not brought up in a country where it was thought unnecessary to give a school boy a square meal between breakfast and supper. When, as is the case in hotels, the food, when it does come, resembles Dr. Johnson's famous leg of mutton, the boy's constitution must suffer, especially when, as is now the case, we require him, when his school work is done, to be drilled or to play cricket. Games, which are a healthy recreation to the well-fed, simply exhaust the system of those who are practically starved: and active habits are beneficial only to those who can get plenty of wholesome food, well served, at moderate intervals of time. I used to think that the problem could be solved by getting masters of schools to keep boarding houses as they do in England, and as masters of English schools do here. But I found that a Brahman gentleman would lose caste if he "let lodgings." Moreover the admission of a number of strangers into the house is repugnant to Hindu feeling. Another difficulty is that masters are constantly transferred from one school to another. The Head Master of Kárwár is trying the experiment, and if it can only be shown to be profitable, I am inclined to think that the prejudice against it might disappear. The managers of the New English School opened a boarding house some years ago for their mofussil students, but unfortunately plague appeared before the experiment had had a fair trial. The Arts Colleges have generally students' rooms attached to them. They either, as in the case of Deccan College, form the chief part of the College building, or, as in the case of Elphinstone College, are situated at some distance from it. Here all that is required is an extension of the accommodation. In Deccan College alone, for example, some hundred applicants are refused admission every year. The number of resident students in that College is about 120. It is difficult to give very precise information with regard to all hostels in the Presidency, because the returns made are vague. Under the heading Hostels are included often a miscellaneous lot of institutions, varying from expensive European boarding houses to mere charitable institutions such as orphanages. The returns as to expenditure too are unsatisfactory, as the heads of all institutions do not include the same charges in their returns. The boarding houses attached to European schools are managed on the lines of similar institutions in England. In Missionary schools the prefect system is largely used with the reinforcement of a superintendent, the whole being closely supervised by the Missionary in charge. The extraordinary difference in the number of hostels shown in Table 132 is explained by the inadvertent exclusion in former years of hostels attached to the Primary Schools managed by Missionaries in the Central Division. An increase of 38 in the number of hostels is shown in that Division alone. The tables, as they are at present compiled, are misleading in one respect. It would appear from Table 134 that of all the Arts students in the Presidency only 109 are resident in College rooms or hostels, whereas, as I have said, there are 120 in Deccan College alone. It has not been the practice to describe as hostels rooms in Colleges in which the undergraduates engage their own cooks and make their own arrangements for food. The 109 given in the table were made up of 74 in the Sind College hostel where the internal arrangements are more directly in the hands of the

College Board, 24 undergraduates of different Colleges who live in the Goculdas Tejpal Boarding establishment in Bombay, and 11 who live in other establishments of the kind. The following statement with regard to hostels is exact so far as it goes. In the Southern Division there is a well furnished and carefully supervised Government hostel attached to the Training College in Dhárwár. There are three aided hostels belonging to the Basel Mission, one at Dhárwár, the residents in which attend the Mission schools or the Government Training College, one at Bettigeri, for the children of the Vernacular Orphanage, and another, for girls, attached to the Mission Orphanage at Guledgudda. A hostel is to be built immediately by Government for the Ratnágiri High School. In the Central Division there are two Government hostels attached to the Training schools in Poona and Dhulia. Of unaided hostels one is attached to the High School for girls, and another to the female training College, both in Poona. Of aided hostels, a few are attached to High Schools, as is the case in Nagar: but the majority belong to Missionary institutions. A hostel will be built immediately for the Government High School at Dhulia. In the Northern Division in connection with the Training Colleges and the Nadiád and Godhra High Schools there are three Government hostels for boys and one for girls. There are four which are aided, two for boys and two for girls, and four for boys which are unaided, one being in a Native State. In Sind there are 13 hostels with 556 boarders. Two belong to Government and are attached to the Training College and the High School in Hyderabad. One, which is aided, is attached to the Sind Madressa. Four are maintained by District and Municipal Boards. Five are unaided, and have 187 residents. Of these three are attached to schools. There is one aided hostel for girls attached to the Convent School at Karáchi. It has 85 boarders and, like the hostel belonging to the same community at Bandra, is excellently managed by the sisters of the Catholic Church. In Káthiáwár hostels are attached to the male and female Training Colleges at Rájkot and to the High School at Gondal. Provision for boarders is also made at the Girássia College. If the opinions expressed in the opening of this chapter are accepted, it is evident that one of the most pressing problems of the day is the provision of decent accommodation for the boys attending the public schools of the country.

TABLE 132.—*Comparative statistics of Hostels, 1896-97 and 1901-1902.*

Province.	1896-97.					1901-1902.				
	Hostels.	Boarders.	Expenditure.			Hostels.	Boarders.	Expenditure.		
			Public Funds.	Private Funds.	Total.			Public Funds.	Private Funds.	Total.
			Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
Bombay	56	2,813	20,176	97,039	117,215	95	7,189	26,837	*1,57,547	1,84,384
Percentage of Increase ...	...	...	...	...	...	+70	+156	+33	+62	+57

* This includes Rs. 2,301 from Imperial Funds.

TABLE 133.—*Statistics of Hostels according to Management, 1901-1902.*

Province.	Boys.										Girls.									
	Government.		District or Municipal.		Native States.		Aided.		Unaided.		Government.		District or Municipal.		Native States.		Aided.		Unaided.	
	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.
Bombay	8	509	4	5	3	121	43	3,533	10	950	3	90	...	...	1	35	23	1,796	...	...
Average strength of each Hostel...	...	64	...	39	...	40	...	82	...	95	...	30	...	...	...	35	...	78	...	...

Table 134.—Statistics of Hostels for Boys, 1901-1902.

Province.	Total.		Distribution of Boarders.				Expenditure.				
	Hostels.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Subscriptions, endowments, &c.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
Bombay ...	68	5,268	109	1,705	2[illegible]95	959	15,534	441	29,759	87,124	1,32,858

Table 135.—Statistics of Hostels for Girls, 1901-1902.

Province.	Hostels.	Boarders.	Distribution of Boarders.				Expenditure.				
			Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Subscriptions, endowments, &c.	Total.
							Rs.		Rs.	Rs.	Rs.
Bombay ...	27	1,921	...	1,009	835	77	10,862	...	11,191	29,473	51,526

Physical and Moral Training.

Subject to what I have said on the subject of food I regard the creation of an interest in sports among the boys of the country as one of our greatest achievements in the field of education. We want to turn out not pedants but men. Games not only improve the physique of boys and young men, but they generate a chivalrous sentiment, a spirit of accommodation, and *esprit de corps*. They bring together and promote good feeling between members of different castes and classes, and the management of their gymkhana affairs is an elementary training in business to College students. Every country has its own vices. The vices of India have been I think those which spring from want of healthy occupations and interests for leisure time. When I see College students rushing from lecture rooms in eager competition to get a place at the nets, or on the Tennis courts, or to secure a boat on the river, I feel that there is not much amiss. In public schools boys are now drilled and put through gymnastic exercises, and besides this they play cricket in many places and also their own native games. Physical training is a compulsory subject in the Training Colleges. What schools chiefly require are play-grounds and apparatus. A games fee is levied in most High Schools, but amongst poor boys this does not amount to much. In Colleges the gymkhanas are most popular institutions, and the keenest interest is shown in everything connected with them. In the College which I know best students willingly pay a high rate of subscription and the annual income is from Rs. 2,500 to Rs. 3,000. One of the most creditable achievements that I know of is the cricket ground at Deccan College which is entirely the creation of the undergraduates. They raised the money, made the plans, and supervised the work. The question of play grounds for schools is a very difficult one. It is difficult to get space in towns: yet, if the school is outside the town, boys are unwilling to go to it. His Excellency Lord Northcote has given a great stimulus to cricket by presenting a Challenge Shield to be competed for annually by undergraduate teams representing the Colleges affiliated to the University. In Bombay, Poona, Ahmedabad, Hyderabad and Karáchi Athletic Associations for groups of schools have been established and in connection with these annual sports and cricket matches are held. I was present at the sports in Poona this year. The competition was very keen, and I noticed that the native boys made a much better show than last year. The scene at the tug of war brought to my mind the passage in which Thucydides describes the feelings and gestures of the on-lookers at the great struggle in the harbour of Syracuse.

There is no direct moral teaching either in Colleges or in schools. It would be useless, in my opinion, to attempt to teach goodness by a text-book. It is

much better to rely, as we have done successfully enough, upon the influence of discipline in school and hostel, the lessons learnt in the playing field, the influence insensibly exerted by good books, and above all the character and personality of teachers. I have no grave fault to find with the character or conduct of pupils in India. Irregularity is an instinct with the people of this country, and is the chief fault with which the Head of a College or school has to wage unceasing war. Of course there is a crowd of ceremonies, an extraordinary number of which fall in term time, that actually require a student's presence. When the necessary leave for these has been granted the master may expect with certainty the telegram that will announce that the ceremony has been postponed for a few days, or that the sender has unfortunately fallen sick or is detained by the sickness of a friend, or that he has missed the return train. In this matter the master finds formidable enemies in the students' parents. They very often ask leave for them to attend ceremonies at which their presence is no more indispensable than is the presence of an Englishman at his father's Christmas dinner table. It is the same story everywhere. I scarcely ever see a monthly attendance sheet from a school which does not show masters absent on "casual leave" during the month. It is obvious that a people thus incapable, partly by necessity partly by character, of continuous attention to duty is very heavily handicapped in the struggle for existence.

Conferences.

In 1898-99 a Conference of Educational Inspectors and Principals of Training Colleges, with the Director of Public Instruction as President, was held at Poona to revise the Codes of Training Colleges and Vernacular masters, and to devise means of securing some kind of preparatory training for masters in secondary schools. The Codes were revised, chiefly in the direction of securing uniformity in different Divisions, and a scheme for a Secondary Teachers' Certificate Examination was formulated and has since been carried into effect. Young masters have told me that they have profited by the study of the books prescribed. They are not only examined in the books, but are required to teach a class and to satisfy the examiners of their capacity in this respect. From next year the instruction will be much more thorough, as a Training College for teachers in High Schools is to be established. Divisional Conferences, at which those interested and engaged in the work of primary education were represented, were held under the presidency of the Inspectors in 1901 to consider the revision of the Vernacular standards. As a result of these deliberations improvements were introduced into those standards, the general character of which has been indicated in the body of this report. In March 1902 the Director of Public Instruction convened a Conference in Poona, which was attended by Principals of Government Colleges and some of the Educational Inspectors. The object was to discuss certain questions affecting the pay and position of members of the Provincial Service, many of whom are, it is thought with reason, dissatisfied with present arrangements. The matter is at present before the Government of India. In the same month the Inspector of the Central Division was sent to Calcutta to attend a Committee called together by the Government of India to consider the question of the education of Europeans and Eurasians with a view to constructing a uniform Code for European Schools and Training Colleges throughout India. It is not necessary to do more than mention the Conference of officials from all Presidencies held last September in Simla. The resolutions arrived at are before Government, and it will fall to writers of future reports to remark upon the changes that may follow from the adoption of them.

Text-Books and Libraries.

A sufficient account of what has been done in the matter of text-books during the last five years is to be found in Government Resolution No. 1494, in the Educational Department, dated September 2nd, 1901. A brief recapitulation will suffice here. The matter attracted attention as it was found that certain undesirable books had crept into use in aided and, to a less extent, in Government schools. With a view to prevent this abuse in secondary schools a Provincial Committee has been constituted to assist Government in the choice

of books. It is composed (1) of the Educational Inspectors, (2) of specialists, (3) of men of general reputation for scholarship. The Inspectors are the ordinary referees upon common school books. When special knowledge is required Government may rely upon the advice of sub-committees of the remaining members. Books in the Vernacular are referred for opinion to the Divisional Vernacular Text-book Committees of which the Inspectors are Presidents. The members represent the different interests and communities of the Division: Lists of books approved by the Director after reference to the Committees are submitted to Government and when approved are published in the *Government Gazette* and in the annual Catalogue of the Government Book Depôt in Bombay. No books, other than those included in the list, may be used in any Government or aided school. Additions to, or modifications of, the lists are published from time to time, and copies of these lists in English and in the Vernaculars are supplied to Head Masters and Managers of all Government, Local Board, Municipal and aided schools. Innumerable text-books on all kinds of subjects are sent into the country now-a-days by English publishers. Copies of almost every one are sent to me with a request that it may be included in the sanctioned list. It is impossible to comply with such a request. It is impossible either for the Committee or for myself to examine and report upon them all. A cursory glance shows that none of them are objectionable, and that few of them are bad. If one is included, there seems no reason for rejecting the rest. But to include them all would be to swell the list to an inordinate size. Besides, one object of a list should be to afford guidance, whereas to recommend everything is practically to recommend nothing. I have, therefore, issued a notice to the effect that publishers should send their books in the first instance to Managers of Schools, and that if any Manager sees any feature in a book which renders the introduction of it specially desirable, he may refer the book to me. I have noticed a childish tendency here and there to ask for sanction for a book for no other apparent reason than that it is not included in the sanctioned list. The list is in most subjects so full and varied, that some special reason should be shown for wishing to go outside it. Vernacular text-books have mainly to be provided by the Department as yet. A Conference is to be held in October to decide how far the existing texts are satisfactory, and what new ones should be produced. I think it probable that, in the near future, English firms will undertake the publication and sale of Vernacular books which Government sanction for use in Primary Schools. The books to be studied in Colleges are, of course, prescribed by the University. The Principals are responsible for the books which are placed in the College Libraries.

The Educational Inspector of the Central Division submits a list of 42 registered Libraries in his Division. In the Southern Division the number has fallen from 32 to 30, and the Inspector reports that most of them are merely small reading rooms. An Educational Museum and Library has been started in Bombay and another in Poona. The object is to let masters see books that are likely to be useful to them, and also specimens of school apparatus of different kinds. High Schools have their own Libraries and the Libraries of Government Colleges are really very good. They are much used by, and are very helpful to the students. In Deccan College there is an excellent and very popular "Students' Library", which is maintained out of Gymkhana Funds. It contains novels, essays, biographies, travels, and, speaking generally, the better forms of lighter literature which cannot be provided out of the funds allotted to the College Library by Government.

F. G. SELBY,
Acting Director of Public Instruction.

September 17th, 1902.

APPENDICES.

A.—Government of India Tables.

B.—Returns for Schools for Europeans and Eurasians.

C.—Table giving Percentages of Passes in each College from 1897 to 1901.

APPENDIX A.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the Official Year 1901-1902.

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.			
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.								
Total Area in Square Miles.	Number of Towns* and Villages.	Population.	—	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Institutions.	Technical and Industrial Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
188,331.	Towns. 345	Males ... 13,102,545	Institutions. For Males ...	10	5	427	8,219	7	34	8,702	111	2,459	11,272	Institutions to number of towns and villages. 29·86
	Villages 40,696	Females. 12,377,058	For Females.	...	...	67	768	10	1	846	...	133	979	
			Total ...	10	5	494	8,987	17	35	9,548	111	2,592	12,251	
	Total... 41,041	Total ... 25,479,603	Scholars. Males ...	1,911	1,019	43,549	437,143	614	3,063	487,299	3,692	55,814	546,805	Male scholars to male population of school-going age.† 27·90
			Females ...	30	45	4,984	76,068	234	116	81,477	988	10,598	93,063	Female scholars to female population of school-going age.† 5·02
			Total ...	1,941	1,064	48,533	513,211	848	3,179	568,776	4,680	66,412	639,868	16·71

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL

Abstract Return of Expenditure on Public Instruction in the

(For details, see

		Total Direct Expenditure on			
		Collegiate Education.		School Education, General.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1. Institutions ...	For Males...	3,52,824	1,82,708	16,96,783	30,59,950
	For Females	.....	.....	3,26,532	4,49,366
	Total ...	3,52,824	1,82,708	20,23,315	35,09,316
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction...		5·9	3·1	19·3	37·8
(*b*) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.		·7	.....	·6	85·9
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction...		1·9	.....	9·1	80·4
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction		4·5	2·4	26·0	45·1
3. Average Annual Cost† of educating each Pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions ...	Cost to Provincial Revenues ...	165 3 11	72 5 2	25 14 5	4 1 8
	Cost to Local and Municipal Funds.	.....	.....	0 3 5	1 2 0
	Total Cost ...	285 14 1	196 3 7	52 12 5	6 6 4
Local Fund Schools‡... ...	Cost to Provincial Revenues ...	.....	.....	.....	2 6 6
	Cost to Local Funds	.....	.....	4 0 5	3 7 3
	Total Cost ...	.....	.....	15 11 0	6 6 2
Municipal Schools‡	Cost to Provincial Revenues ...	.....	.....	5 10 11	2 1 10
	Cost to Municipal Funds ...	.....	.....	6 13 4	3 13 3
	Total Cost ...	.....	.....	24 13 7	7 10 4
Institutions in Native States ...	Cost to Native State Revenues ...	168 2 3	.....	27 14 3	5 1 6
	Cost to Local and Municipal Funds.	.....	.....	0 11 9	0 6 1
	Total Cost ...	205 11 3	.....	45 12 1	6 0 3
Aided Institutions	Cost to Provincial Revenues ...	40 13 3	.....	11 13 10	1 3 11
	Cost to Local and Municipal Funds.	12 7 4	.....	0 14 3	0 4 2
	Total Cost ...	143 8 8	600 0 0	48 10 9	7 4 4
Unaided Institutions	Total Cost ...	.....	.....	24 1 2	8 6 5
All Institutions	Cost to Provincial Revenues ...	68 9 8	72 2 8	8 11 9	1 9 3
	Cost to Local and Municipal Funds.	7 12 6	.....	0 14 11	2 3 10
	Total Cost ...	187 12 4	197 1 6	41 10 4	6 10 9

TABLE II.

Bombay Presidency for the official year 1901-1902.

General Table IV.)

Public Instruction.§			Total Indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.
Training Institutions.	Technical and Industrial Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,07,560	3,58,652	57,58,477	2,06,208	46,965	3,13,715	1,46,518	2,87,698	32,042	2,778	10,35,924	67,94,401
57,418	400	8,33,716	...	...	...	28,138	1,20,047	1,163	...	1,49,348	9,83,064
1,64,978	3,59,052	65,92,193	2,06,208	46,965	3,13,715	1,74,656	4,07,745	33,205	2,778	11,85,272	77,77,465
4·1	8·2	78·4	...	2·1	10·3	1·6	7·0	·5	·1	21·6	100
3·3	1·9	92·4	...	...	·4	2·5	4·7	...	...	7·6	100
·6	3·9	95·9	...	...	1·3	·5	2·2	·1	...	4·1	100
2·1	4·6	84·7	2·7	·6	4·0	2·3	5·2	·4	·1	15·3	100
Rs. a. p.	Rs. a. p.	Rs. a. p.									
130 12 2	123 1 3	46 12 10									
50 0 0	1 7 10	3 1 1									
188 1 8	143 1 0	83 8 3									
128 7 1	30 7 6	2 7 3									
165 0 0	36 7 1	3 8 3									
326 12 5	84 15 11	6 8 6									
78 12 0	31 13 5	2 5 4									
64 6 0	37 5 11	4 0 6									
205 10 0	87 10 8	8 8 10									
269 15 9	68 10 3	7 0 9									
.....	.....	0 6 5									
283 14 3	68 10 4	9 1 11									
73 7 8	48 11 6	4 1 5									
.....	13 12 1	0 10 0									
250 2 6	157 9 11	17 13 3									
.....	147 12 0	18 7 9									
111 15 6	66 0 5	2 15 4									
43 5 0	12 15 0	2 4 0									
207 8 4	131 11 5	11 5 7									

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are calculated from the figures given in columns 8*a*, 8*b*, 8*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS															
	UNDER PUBLIC MANAGEMENT.															
	Managed by Government.				Managed by District Local Boards.				Managed by Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
COLLEGIATE EDUCATION. English	2	485	490	427	...	...	...	...	...	...	...	...	3	228	215	194
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.																
Law	2	346	316	231	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	569	462	448	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	127	131	121	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	20	16	15	...	...	...	...	...	...	...	...	...	...	...	...
Total	7	1,547	1,415	1,242	...	...	...	...	...	...	...	...	3	228	215	194
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	20	5,356	5,588	4,916	...	...	...	...	1	158	123	109	22	4,447	4,169	3,492
For Boys — Middle Schools	6	1,098	1,046	943	5	191	189	166	68	3,774	3,581	3,073	93	4,543	4,362	3,608
For Girls — High Schools	1	75	64	55	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools	1	53	42	32	...	...	...	...	1	26	27	16	1	7	10	6
Total	28	6,582	6,740	5,946	5	191	189	166	70	3,958	3,731	3,198	116	8,997	8,541	7,106
Primary Schools.																
For Boys	10	921	1,139	867	3,795	206,984	214,849	152,381	547	69,058	73,204	55,605	2,053	110,560	109,468	83,299
For Girls	3	368	364	240	145	7,214	7,770	4,667	170	11,600	12,479	7,686	221	14,876	14,562	9,299
Total	13	1,289	1,503	1,107	3,940	214,198	222,619	157,048	717	80,658	85,683	63,291	2,274	125,436	124,030	92,598
TRAINING INSTITUTIONS. 1. Training Institutions for Teachers in European Schools—																
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training Institutions for Masters for Native Schools—																
(1) For Secondary School— Teachers — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teachers — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(2) For Primary School Teachers	5	488	451	421	...	...	...	...	...	...	...	...	1	44	41	40
(3) For Indigenous School Teachers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Training Institutions for Mistresses for Native Schools—																
(1) For Secondary School— Teachers — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teachers — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(2) For Primary School Teachers	2	157	146	121	2	9	18	15	1	9	8	8	1	28	22	20
(3) For Indigenous School Teachers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	7	645	597	542	2	9	18	15	1	9	8	8	2	72	63	60
TECHNICAL AND INDUSTRIAL SCHOOLS. Schools of Art	1	423	405	295	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	3	230	218	194	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	155	152	115	1	260	239	190	4	181	159	91	3	206	188	117
Commercial Schools	...	...	...	...	...	...	...	...	1	...	42	33	...	...	...	...
Agricultural Schools	...	...	...	...	1	80	58	85	...	...	...	...	...	...	...	...
Other Schools	4	208	186	139	...	...	...	...	...	10	9	6	...	24	21	16
Total	9	1,016	961	743	2	340	327	275	5	191	190	130	3	230	209	133
Total of Colleges and Schools of Public Instruction	64	11,079	11,21	9,580	3,949	214,738	223,53	157,504	793	84,816	89,612	66,627	2,398	134,963	133,058	100,091

PRIVATE INSTITUTIONS ...

1. ADVANCED TEACHING—
   (a) Arabic or Persian ...
   (b) Sanskrit ...
   (c) Any other Oriental Classic ...
2. ELEMENTARY TEACHING—
   (a) A Vernacular only or mainly ... For Boys ... / Girls ...
   (b) The Korán only ... For Boys ... / Girls ...
3. OTHER SCHOOLS not conforming to Departmental Standards ... For Boys ... / Girls ...

Total ...

GRAND TOTAL ...

* The description of such schools and the subjects taught should

TABLE III.

Bombay Presidency for the official year 1901-1902.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning						Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided.						English.		A Classical Language.		A Vernacular Language.				
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.											
										Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
18	19	20	21	22	23	24	25	26	27	28	28a	29	29a	30	30a	31	32	33
5	1,228	1,174	971	...	...	...	...	10	1,941	1,911	30	1,911	30	...	...	30	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	2	2	2	...	...	...	...	2	348	348	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	569	524	45	...	...	...	...	45	...	
...	...	...	...	...	...	...	...	1	127	127	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	20	20	...	...	...	...	...	...	...	
5	1,230	1,176	973	...	...	...	...	15	3,005	2,930	75	1,911	30	...	...	75	...	
39	8,705	9,142	7,809	23	6,753	7,302	6,257	105	25,419	25,185	234	12,249	76	10,254	86	234	...	
93	5,723	5,571	4,696	57	2,649	2,636	2,216	322	17,978	17,535	430	2,669	36	12,936	54	430	...	
19	2,175	2,153	1,770	1	77	73	68	21	2,327	295	2,032	62	624	10	431	...	295	
39	2,619	2,399	1,959	4	104	104	73	46	2,809	521	2,288	39	112	5	345	...	521	
190	19,222	19,265	16,234	85	9,583	10,115	8,619	494	48,533	43,536	4,984	15,019	848	23,205	916	664	816	
1,717	70,020	70,599	58,223	97	5,909	5,319	4,243	8,219	463,452	81	...	5,235	118	430,916	27,335	27,438	...	
212	14,177	14,610	10,7 8	17	1,524	1,581	1,259	769	49,759	...	33	4	380	1,125	48,221	...	1,129	
1,929	84,197	85,209	68,931	114	7,433	6,900	5,502	8,987	513,211	81	33	5,239	498	432,041	75,556	27,438	1,129	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	30	28	25	...	...	...	...	3	30	...	30	...	17	...	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	82	80	77	...	...	...	...	7	614	17	...	532	...	614	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	1	1	1	...	...	...	...	7	204	...	14	...	...	...	204	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	113	109	103	...	...	...	...	17	848	17	44	532	17	614	206	...	...	
...	...	...	...	...	...	...	...	1	423	...	...	...	...	...	...	20	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
†1	5	5	4	...	...	...	...	4	235	130	...	...	...	...	...	5	...	†This is for Girls.
1	14	10	8	...	...	...	...	1	14	14	...	...	...	...	...	...	...	
9	1,008	755	671	1	19	14	19	19	1,829	25	...	...	...	340	...	76	...	
...	...	...	...	2	109	87	70	3	109	23	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	80	...	...	...	...	80	...	...	..	
2	247	168	104	...	...	...	...	6	489	4	...	...	...	34	...	10	...	
13	1,274	938	787	3	128	101	89	35	3,179	196	...	...	...	454	...	111	..	
2,142	106,036	106,697	87,028	202	17,114	17,116	14,210	9,548	568,776	46,760	5,136	22,701	1,393	456,314	76,678	28,288	1,945	
...	...	...	...	...	...	...	...	41	1,883	...	...	1,608	260	9	6	266	...	
...	...	...	...	...	...	...	...	25	504	...	...	504	...	...	...	...	...	
...	...	...	...	...	...	...	...	42	2,293	...	...	739	447	832	275	722	...	
...	...	...	...	...	...	...	...	1,184	33,865	182	...	1	...	33,024	840	840	...	
...	...	...	...	...	...	...	...	7	795	...	32	...	12	192	591	...	192	
...	...	...	...	...	...	...	...	1,153	23,918	...	...	9,980	2,543	8,839	2,556	5,099	...	
...	...	...	...	...	...	...	...	126	4,618	...	...	698	3,178	179	563	...	877	
...	...	...	...	...	...	...	...	122	3,216	332	57	...	...	2,644	258	315	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	2,703	71,092	514	89	13,530	6,440	45,719	5,089	7,242	1,069	
...	...	...	...	...	...	...	...	12,251	639,868	47,274	5,225	36,231	7,833	502,033	81,767	35,530	3,014	

be given in the A. R. under unrecognised schools.

GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Bráhmins.	Non-Bráhmins.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English ...	Male	11	32	902	598	67	...	292	9
	Female	6	4	2	2	...	...	15	1
Oriental...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional training—									
Law ...	Male	1	5	178	96	7	...	58	3
	Female	...	...	...	...	...	...	...	...
Medicine	Male	54	71	81	125	29	...	159	5
	Female	18	4	...	1	...	...	22	...
Engineering	Male	...	6	44	53	2	....	22	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	14	6	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	90	122	1,221	881	105	...	568	18
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools...	Male	943	1,766	8,409	8,058	1,464	7	4,242	296
	Female	154	55	2	5	...	...	1	17
Middle Schools—									
English	Male	494	1,394	5,824	7,525	1,320	...	914	77
	Female	248	115	4	...	1	...	59	3
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools...	Male	253	4	6	2	...	...	16	14
	Female	1,171	100	44	31	13	...	615	58
Middle Schools—									
English	Male	239	224	...	9	10	...	32	7
	Female	473	1,291	29	140	32	...	283	40
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	3,975	4,949	14,318	15,770	2,840	7	6,162	512

GENERAL TABLE III-A—*continued.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Bráhmins.	Non-Bráhmins.				
SCHOOL EDUCATION—GENERAL—*continued.*								
Primary Schools—								
For Boys ... Male ...	2	5,908	62,546	280,542	81,488	9	4,348	1,171
For Boys ... Female ...	1	1,156	4,641	13,226	7,523	...	826	65
For Girls ... Male ...	1	57	22	210	646	...	143	50
For Girls ... Female ...	47	2,639	9,592	26,804	5,443	...	3,710	395
Total ...	51	9,760	76,801	320,782	95,100	9	9,027	1,681
TRAINING INSTITUTIONS—								
1. TRAINING INSTITUTIONS FOR TEACHERS IN EUROPEAN SCHOOLS—								
(*a*) For Masters	...	...	...	...	...	...	...	...
(*b*) For Mistresses	24	5	...	...	...	...	1	...
2. TRAINING INSTITUTIONS FOR MASTERS FOR NATIVE SCHOOLS—								
(1) For Secondary School Teachers. English ...	...	...	...	...	...	...	...	...
(1) For Secondary School Teachers. Vernacular.	...	...	...	...	...	...	...	...
(2) For Primary School Masters.	...	67	270	211	66	...	...	...
(3) For Indigenous School Teachers	...	...	...	...	...	...	...	...
3. TRAINING INSTITUTIONS FOR MISTRESSES FOR NATIVE SCHOOLS—								
(1) For Secondary School Teachers. English ...	...	...	...	...	...	...	...	...
(1) For Secondary School Teachers. Vernacular.	...	...	...	...	...	...	...	...
(2) For Primary School Teachers.	...	33	96	60	10	...	2	3
(3) For Indigenous School Teachers	...	...	...	...	...	...	...	...
Total ...	24	105	366	271	76	...	3	3
TECHNICAL AND INDUSIRIAL SCHOOLS—								
Schools of Art ... Male ...	1	68	45	208	17	...	52	12
Schools of Art ... Female ...	4	2	...	...	...	...	14	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...
Medical Schools ... Male ...	...	3	120	88	16	...	1	2
Medical Schools ... Female ...	...	...	...	...	5	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	12	...	...	2	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...
Industrial Schools . Male ...	19	252	352	844	160	...	88	38
Industrial Schools . Female ...	...	29	...	47	...	...	...	...
Commercial Schools. Male ...	...	2	15	32	...	...	58	2
Commercial Schools. Female ...	...	...	...	...	...	...	...	...

GENERAL TABLE III-A—*concluded.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Bráhmins.	Non-Bráhmins.				
TECHNICAL AND INDUSTRIAL SCHOOLS—*continued.*								
Agricultural Schools. { Male ...	...	...	...	34	46	...	...	...
Female ...	...	...	...	...	...	...	...	...
Other Schools ... { Male ...	...	8	145	130	17	...	178	1
Female ...	...	...	...	...	...	...	10	...
Total ...	24	364	677	1,395	261	...	403	55
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	4,164	15,300	93,383	339,099	98,382	16	16,163	2,269
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. { Male ...	...	...	...	...	1,596	...	21	...
Female ...	...	...	...	...	246	...	20	...
(*b*) Sanskrit ... { Male ...	...	...	469	35	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. { Male ...	...	...	...	571	1,000	...	...	...
Female ...	...	...	...	447	275	...	...	...
2. ELEMENTARY TEACHING—A—VERNACULAR ONLY OR MAINLY—								
For Boys ... { Male ...	...	1,494	2,933	24,365	3,878	...	330	25
Female ...	...	15	47	352	217	...	209	...
For Girls ... { Male ...	...	...	...	6	181	...	5	...
Female ...	...	...	7	101	435	...	60	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—								
For Boys ... { Male ...	...	...	6	63	18,750	...	...	...
Female ...	...	...	...	...	5,099	...	...	...
For Girls ... { Male ...	...	...	...	...	877	...	...	...
Female ...	...	...	...	...	3,741	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... { Male ...	...	589	204	1,918	132	...	58	...
Female ...	...	213	...	82	...	...	20	...
For Girls ... { Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	2,311	3,666	27,940	36,427	...	723	25
GRAND TOTAL ...	4,164	17,611	97,049	367,039	134,809	16	16,886	2,294

GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure	PUBLIC											
	UNDER PUBLIC											
	Managed by Government.								Managed by District			
	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d
Arts Colleges.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	80,971	...	...	...	45,800	...	13,310	1,40,081	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.												
Law	2,272	...	...	...	21,447	...	1,875	25,594	...	...	...	...
Medicine	...	...	...	...	74,231	...	2,732	76,963	...	...	...	...
Engineering	55,113	...	...	...	14,323	...	...	69,436	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural	9,515	...	...	...	...	...	...	9,515	...	...	...	...
Total	1,47,871	...	...	...	1,55,801	...	17,917	3,21,589	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	1,53,199	...	...	...	1,49,722	...	5,247	3,08,168	...	...	...	...
For Boys. Middle Schools	12,507	...	...	1,433	22,110	...	...	36,050	...	761	...	2,204
,, Girls. High Schools	6,954	...	...	...	472	665	1,102	9,193	...	...	...	...
,, Girls. Middle Schools	1,905	...	...	...	400	...	...	2,305	...	...	...	...
Total	1,74,565	...	...	1,433	1,72,704	665	6,349	3,55,716	...	761	...	2,204
Primary Schools.												
For Boys	3,778	...	...	1,663	1,510	...	...	6,951	5,26,037	7,31,968	...	1,12,457
,, Girls	2,387	...	30	...	160	...	82	2,659	91,513	36,454	500	...
Total	6,165	...	30	1,663	1,670	...	82	9,610	5,35,550	7,68,422	500	1,12,457
TRAINING INSTITUTIONS. 1. Training Institutions for Teachers in European Schools :—												
(a) For Masters	...	...	...	...	...	..	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	...	....	...	...	...	...	...	...
2. Training Institutions for Masters for Native Schools :—												
(2 For Primary School Teachers	60,560	...	25,168	579	...	476	1,540	88,323	...	...	...	...
3. Training Institutions for Mistresses for Native Schools :—												
(2) For Primary School Teachers	17,504	...	3,309	794	...	175	2,194	23,976	2,312	2,970	600	...
Total	78,064	...	28,477	1,373	...	651	3,734	1,12,299	2,312	2,970	600	...
TECHNICAL AND INDUSTRIAL SCHOOLS. Schools of Art	35,661	...	...	...	3,942	...	5,761	45,364	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	33,206	...	1,432	...	1,490	...	105	36,233	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	2,562	...	...	...	332	...	4,361	7,255	9,964	5,195	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	6,722	...	...
Other Schools	46,847	...	...	...	1,785	...	...	48,632	...	...	...	...
Total	1,18,276	...	1,432	...	7,549	...	10,227	1,37,484	9,964	11,917	...	...
Buildings	...	...	3,000	450	...	...	...	3,450	47,037	42,755	...	...
Furniture and Apparatus	6,659	...	...	...	...	...	...	6,659	...	...	...	...
Total	6,659	...	3,000	450	...	...	...	10,109	47,037	42,755	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...			...	...	...	...	...		
Other Colleges for Professional Training	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Technical Schools	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Boarding Houses	...	...	...	...	...	...	...	...	...	...	...	...
Other Expenditure, if any	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure of Public Instruction	5,31,600	...	32,939	4,919	3,37,724	1,316	38,309	9,46,807	5,94,863	8,26,825	1,100	1,14,661

TABLE IV.

Bombay Presidency for the official year 1901-1902.

INSTITUTIONS.

MANAGEMENT.

Local Boards.			Managed by Municipal Boards.							Maintained by Native States.		
Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Fund levied in Native States.	Municipal Funds raised in Native States.
3e	3f	3	4a	4b	4c	4d	4e	4f	4	5a	5b	5c
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	36,150	...	...
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...	...	...	...	...	...	...	...	...	...	36,150	...	...
...	...	...	...	...	5,617	1,862	...	6	7,485	1,62,648	2,991	...
...	...	2,935	21,201	417	19,708	43,455	168	97	85,046	73,010	1,035	2,259
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	180	...	...	...	180	2,554	...	...
...	...	2,965	21,201	417	25,505	45,317	168	103	92,711	2,38,212	4,026	2,259
1,523	1,593	13,73,578	1,49,356	49,802	2,58,343	75,375	259	10,275	5,43,409	5,46,569	37,495	5,121
...	404	46,871	31,915	6,585	69,816	2,571	60	1,016	1,11,963	85,127	2,930	1,898
1,523	1,997	14,20,449	1,81,271	56,387	3,28,159	77,946	318	11,291	6,55,372	6,31,696	40,365	7,019
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...	...	5,882	630	500	515	...	...	...	1,645	7,422	...	...
...	...	5,882	630	500	515	...	...	...	1,645	17,009	...	...
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...	5,912	21,071	5,457	1,910	6,693	...	...	1,423	15,483	14,346	...	...
...	...	...	593	...	7	135	...	...	735	...	...	...
...	...	6,722	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	401	38	...	...	439	...	...	...
...	5,912	27,793	6,050	1,910	7,101	173	...	1,423	16,657	14,346	...	...
121	...	89,913	15,186	...	9,110	32	14,564	3,821	42,713	33,794	...	...
...	...	...	15	...	314	...	2,500	2,006	4,835	2,471	7	23
121	...	89,913	15,201	...	9,424	32	17,064	5,827	47,548	36,265	7	23
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1,644	7,909	15,47,002	2,24,353	59,214	3,70,704	1,23,438	17,550	18,644	8,13,933	9,73,678	44,398	9,301

Objects of Expenditure.	PUBLIC										
	UNDER PUBLIC MANAGEMENT—*continued.*				UNDER PRIVATE						
	Maintained by Native States—*continued.*				Aided by the Department or by Local or Municipal Boards or by						
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.
1	5*d*	5*e*	5*f*	5	6*a*	6*b*	6*c*	6*d*	6*e*	6*f*	6*g*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*											
English	8,000	...	76	44,226	47,935	...	6,450	8,175	78,761	1,602	25,594
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.											
Law	...	...	...	...	...	...	...	...	495	...	705
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...	...	...
Total	8,000	...	76	44,226	47,935	...	6,450	8,175	79,256	1,602	26,299
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*											
For Boys. High Schools	1,06,711	404	2,968	2,75,722	1,07,861	...	4,077	*8,550	1,73,985	40,426	1,02,870
For Boys. Middle Schools	34,187	74	1,862	1,12,427	43,796	2,301	250	3,337	54,658	23,291	61,272
Girls. High Schools	...	...	...	...	50 727	...	...	600	63,337	21,835	43,377
Girls. Middle Schools	92	...	...	2,646	26,211	...	...	355	26,373	17,054	54,077
Total	1,40,990	478	4,830	3,90,795	2,28,595	2,301	4,327	12,842	3,18,353	1,02,616	2,61,596
Primary Schools.											
For Boys	60,822	2,051	2,760	6,54,728	74,228	...	2,823	†14,538	94,728	31,034	2,10,874
Girls	45	842	726	91,598	31,833	...	...	4,804	10,619	28,925	1,10,352
Total	60,867	2,893	3,486	7,46,326	1,06,061	...	2,823	19,342	1,05,347	59,959	3,21,226
TRAINING INSTITUTIONS. 1. Training Institutions for Teachers in European Schools :—											
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	5,509	...	...	...	3,174	400	8,430
2. Training Institutions for Masters for Native Schools :—											
(2) For Primary School Teachers	90	...	...	9,677	2,500	...	...	...	...	7,060	...
3. Training Institutions for Mistresses for Native Schools :—											
(2) For Primary School Teachers	8	...	778	8,208	...	...	...	...	...	180	14
Total	98	...	778	17,885	8,009	...	...	...	3,174	7,640	8,444
TECHNICAL AND INDUSTRIAL SCHOOLS. Schools of Art	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	400	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	2,000	...	...	...	640	...	2,084
Industrial Schools	...	...	1	14,347	41,018	...	2,500	10,001	5,112	11,866	65,040
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	2,400	...	...	...	...	...	...
Other Schools	...	...	...	...	280	...	...	...	1,723	661	2,123
Total	...	...	1	14,347	45,698	...	2,900	10,001	7,475	12,527	69,247
Buildings	...	...	...	33,794	90,846	...	...	...	4,150	35,354	27,521
Furniture and Apparatus	...	...	...	2,501	4,268	...	...	...	3,478	9,018	...
Total	...	...	...	36,295	95,114	...	...	...	7,628	44,372	27,521
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Colleges for Professional Training	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in High Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Middle Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Technical Schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous. Boarding houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous. Other expenditure, if any	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure of Public Instruction	2,09,955	3,371	9,171	12,49,874	5,31,412	2,301	16,500	50,360	5,21,233	2,28,716	7,14,333

* Includes Rs. 60 of Municipal Funds
† Includes Rs. 190 of Municipal Funds

TABLE IV—*continued.*

INSTITUTIONS—*continued.*						TOTAL EXPENDITURE FROM							
MANAGEMENT.													
Native States.		Unaided.											
Native State Revenues, &c.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.			GRAND TOTAL.
										Private.	Public.		
											N. S. Revenues.	Imperial Fund.	
6*h*	6	7*a*	7*b*	7*c*	7	8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1,68,517	...	...	...	...	1,28,906	6,450	8,175	1,32,561	40,582	36,150	...	3,52,824
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,200	...	...	...	...	2,272	...	...	21,942	2,580	...	...	26,794
...	...	...	...	...	...	...	...	...	74,231	2,732	...	...	76,963
...	...	...	...	...	...	55,113	...	...	14,323	...	...	...	69,436
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	9,515	...	...	...	...	...	...	9,515
...	1,69,717	...	...	...	...	1,95,806	6,450	8,175	2,43,057	45,894	36,150	...	5,35,532
6,000	4,43,779	1,67,489	1,226	25,805	1,94,520	2,61,060	4,077	14,107	5,99,769	1,78,962	1,71,699	...	12,29,674
985	1,89,890	26,278	2,319	12,134	40,731	77,504	1,428	24,478	1,82,792	1,01,217	77,280	2,301	4,67,109
...	1,79,876	2,963	...	1,619	4,582	57,681	...	600	16,772	68,598	...	...	1,93,651
...	1,24,070	1,475	540	1,665	3,680	28,116	...	535	23,340	73,336	2,554	...	1,32,881
6,985	9,37,615	1,98,205	4,085	41,223	2,43,513	4,24,361	5,505	39,720	8,77,773	4,22,113	2,51,542	2,301	20,23,315
4,705	4,32,930	12,376	11,707	24,271	48,354	7,53,399	7,84,593	2,74,354	3,57,268	2,96,346	5,93,990	...	30,59,950
133	1,86,666	408	5,046	4,155	9,609	75,648	43,069	75,120	13,803	1,51,603	90,118	...	4,49,366
4,838	6,19,596	12,784	16,753	28,426	57,963	8,29,047	8,27,662	3,49,474	3,71,071	4,47,954	6,84,108	...	35,09,316
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	17,513	...	...	...	...	5,509	...	...	3,174	8,830	...	...	17,513
...	9,560	...	...	...	...	3,060	25,168	579	90	9,076	9,587	...	1,07,560
...	194	...	...	...	...	20,446	6,799	1,909	8	3,341	7,422	...	39,905
...	27,267	...	...	...	...	89,015	31,947	2,488	3,272	21,217	17,009	...	1,64,978
...	...	...	...	...	...	35,661	...	...	3,942	5,761	...	...	45,364
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	400	...	...	...	...	33,206	1,832	...	1,490	105	...	...	36,633
...	4,724	...	...	...	...	2,000	...	...	640	2,084	...	...	4,724
...	1,35,537	24	810	3,501	4,335	59,001	9,605	16,694	5,468	92,914	14,346	...	1,98,028
...	...	5,330	267	4,097	9,694	593	...	7	5,465	4,364	...	...	10,429
...	2,450	...	...	...	...	2,400	6,722	...	...	...	...	...	9,122
...	4,787	390	...	504	894	47,127	...	401	3,936	3,288	...	...	54,752
...	1,47,848	5,744	1,077	8,102	14,923	1,79,988	18,159	17,102	20,941	1,08,516	14,346	...	3,59,052
5,000	1,62,871	...	22,995	52,009	75,004	1,53,069	45,755	9,560	4,182	1,56,385	38,794	...	4,07,745
...	16,764	...	2,125	321	2,446	10,942	...	314	3,478	15,970	2,501	...	33,205
5,000	1,79,635	...	25,120	52,330	77,450	1,64,011	45,755	9,874	7,660	1,72,355	41,295	...	4,40,950
...	...	...	...	...	...	...	...	...	1,78,513	27,695	...	...	2,06,208
...	...	...	...	...	...	46,965	...	...	...	...	...	...	46,965
...	...	...	...	...	...	2,26,825	3,733	5,746	11,609	...	65,802	...	3,13,715
...	...	...	...	...	...	6,404	...	...	4,154	20,956	1,899	...	33,413
...	...	...	...	...	...	400	...	...	...	...	...	...	400
...	...	...	...	...	...	5,439	...	...	...	6,431	...	...	11,870
...	...	...	...	...	...	16,391	1,176	7	975	16 835	5,887	...	41,331
...	...	...	...	...	...	75	4,947	...	358	1,135	1,896	...	8,411
...	...	...	...	...	...	72	7,020	543	63	34,466	7,112	...	49,281
...	...	...	...	...	...	...	1,568	...	...	473	...	...	2,041
...	...	...	...	...	...	6,586	9,139	1,564	72	9.513	1,005	...	27,999
...	...	...	...	...	...	(26,396)	(441)	...	(40,950)	(1,05,544)	(8,752)	(2,301)	(1,84,384)
...	...	...	...	...	...	2,778	...	...	...	...	...	...	2,778
...	...	...	...	...	...	3,11,935	27,583	7,860	1,95,749	1,17,594	83,601	...	7,44,322
16,823	20,81,678	2,16,733	47,035	1,30,081	3,93,849	21,94,163	9,63,061	4,34,693	17,19,523	13,35,673	11,28,051	2,301	77,77,465

in Native States.
in Native States

GENERAL

Return of the stages of instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys	Government	English	26	6,454	4,105	...	4,105	2,295	...	2,295
	Local Fund	English	5	191	20	...	20	171	...	171
	Municipal	English	69	3,932	1,192	...	1,192	2,738	2	2,740
	Native States	English	115	8,990	3,549	...	3,549	5,395	...	5,395
	Aided	English	132	14,428	3,945	61	4,006	6,167	163	6,330
	Unaided	English	80	9,402	3,663	3	3,666	5,607	27	5,634
	Total		427	43,397	16,474	64	16,538	22,373	192	22,565
For Girls	Government	English	2	128	...	44	44	8	76	84
	Local Fund	English	...	...	...	...	...	...	...	...
	Municipal	English	1	26	...	...	...	...	26	26
	Native States	English	1	7	...	...	...	...	7	7
	Aided	English	58	4,794	27	495	522	57	1,060	1,117
	Unaided	English	5	181	...	7	7	2	28	30
	Total		67	5,136	27	546	573	67	1,197	1,264
Total, Secondary Schools			494	48,533	16,501	610	17,111	22,440	1,389	23,829
PRIMARY SCHOOLS—										
For Boys	Government		10	921	...	...	...	...	...	...
	Local Fund		3,795	206,984	...	...	...	...	...	...
	Municipal		547	69,058	...	...	...	...	...	...
	Native States		2,053	110,560	...	...	...	...	...	...
	Aided		1,717	70,020	...	...	...	...	...	...
	Unaided		97	5,909	...	...	...	...	...	...
	Total		8,219	463,452	...	...	...	...	...	...
For Girls	Government		3	368	...	...	...	...	...	...
	Local Fund		145	7,214	...	...	...	...	...	...
	Municipal		170	11,600	...	...	...	...	...	...
	Native States		221	14,876	...	...	...	...	...	...
	Aided		212	14,177	...	...	...	...	...	...
	Unaided		17	1,524	...	...	...	...	...	...
	Total		768	49,759	...	...	...	...	...	...
Total, Primary Schools			8,987	513,211	...	...	...	...	...	...
Grand Total			9,481	561,744	16,501	610	17,111	22,440	1,389	23,829

TABLE V.

Education in the Bombay Presidency at the end of the official year 1901-1902.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
26	...	26	28	...	28	...	...	...	6,454	...	6,454
...	...	...	...	...	...	...	...	...	191	...	191
...	...	...	...	...	...	...	...	...	3,930	2	3,932
21	...	21	22	...	22	3	...	3	8,990	...	8,990
1,471	116	1,587	2,186	249	2,435	45	25	70	13,814	614	14,428
53	6	59	28	11	39	3	1	4	9,354	48	9,402
1,571	122	1,693	2,264	260	2,524	51	26	77	42,733	664	43,397
...	...	...	...	...	...	...	...	...	8	120	128
...	...	...	...	...	...	...	...	...	...	...	....
...	...	...	...	...	...	...	...	...	...	26	26
...	...	...	...	...	...	...	...	...	...	7	7
116	871	987	470	1,335	1,805	120	243	363	790	4,004	4,794
6	59	65	10	69	79	...	...	...	18	163	181
122	930	1,052	480	1,404	1,884	120	243	363	816	4,320	5,136
1,693	1,052	2,745	2,744	1,664	4,408	171	269	440	43,549	4,984	48,533
423	...	423	252	4	256	230	12	242	905	16	921
63,175	679	63,854	72,544	3,435	75,979	56,279	10,872	67,151	191,998	14,986	206,984
25,648	103	25,751	26,548	378	26,926	15,351	1,030	16,381	67,547	1,511	69,058
38,484	150	38,634	43,081	865	43,946	26,066	1,914	27,980	107,631	2,929	110,560
11,799	386	12,185	30,715	3,893	34,608	20,250	2,977	23,227	62,764	7,256	70,020
1,037	8	1,045	2,123	146	2,269	2,009	586	2,595	5,169	740	5,909
140,566	1,326	141,892	175,263	8,721	183,984	120,185	17,391	137,576	436,014	27,438	463,452
5	96	101	7	118	125	21	121	142	33	335	368
...	987	987	3	2,296	2,299	...	3,928	3,928	3	7,211	7,214
10	1,775	1,785	21	4,316	4,337	36	5,442	5,478	67	11,533	11,600
...	2,711	2,711	8	5,939	5,947	2	6,216	6,218	10	14,866	14,876
61	3,148	3,209	506	5,294	5,800	404	4,764	5,168	971	13,206	14,177
12	453	465	13	653	666	20	373	393	45	1,479	1,524
88	9,170	9,258	558	18,616	19,174	483	20,844	21,327	1,129	48,630	49,759
140,654	10,496	151,150	175,821	27,337	203,158	120,668	38,235	158,903	437,143	76,068	513,211
142,347	11,548	153,895	178,565	29,001	207,566	120,839	38,504	159,343	480,692	81,052	561,744

Return showing the Results of prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
Arts College.									
English—									
1. Master of Arts	2	4	...	6	13	20	...	...	33
2. Bachelor of Arts	4	5	...	9	117	176	...	91	384
3. B.Sc.	2	2	...	4	3	3	...	...	6
4. Intermediate Examination	5	5	...	10	216	273	...	70	559
4. First B.Sc.	2	2	...	4	7	7	...	...	14
4. Previous Examination	5	5	...	10	309	439	...	68	816
ORIENTAL.									
Colleges for Professional Training.									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	1	...	...	1	216	...	...	...	216
3. First LL.B.	4	2	...	6	263	32	...	...	295
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	1	...	...	1	62	...	...	...	62
4. First M.B.	...	...	...	...	...	...	...	...	...
4. Second L.M.S.	1	...	...	1	169	...	...	...	169
4. First L.M.S.	1	...	...	1	157	...	...	...	157
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	1	...	...	1	35	...	...	...	35
4. Second L.C.E.	1	...	...	1	49	...	...	...	49
5. First L.C.E. (Old)	...	...	...	...	...	...	...	...	...
6. " " (New)	1	...	...	1	60	...	...	...	60
Teaching	...	...	...	...	...	...	...	...	...
Agriculture—									
1. Diploma	1	...	...	1	2	...	...	...	2
2. Second Examination	1	...	...	1	3	...	...	...	3
3. First Examination	1	...	...	1	12	...	...	...	12
Schools of General Education.									
Matriculation — Boys	45	39	33	117	1,046	542	619	1,427	3,634
Matriculation — Girls	2	17	7	26	3	56	18	20	97
Middle School Examination — Boys	92	44	36	172	1,439	786	435	...	2,660
Middle School Examination — Girls	3	6	...	9	17	37	...	...	54
Upper Primary Examination — Boys	4,326	439	305	5,070	29,655	3,169	2,010	...	34,834
Upper Primary Examination — Girls	282	97	16	395	1,012	640	56	...	1,708

TABLE VI.

Bombay Presidency during the Official Year 1901-1902.

Number Passed.					Race or Creed of Passed Scholars.								
										Hindus.			
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	European and Eurasians.	Portuguese and Native Christians.	Jews.	Pársis.	Mahomedans.	Bráhmins.	Non-Bráhmins.	Budhists.	Others.
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*	16*i*
6	6	...	...	12	...	...	1	4	2	5	...	...	
85	120	...	33	238	4	4	2	40	6	182	...	...	
3	3	...	...	6	...	1	...	2	...	3	...	...	
124	153	...	32	309	1	3	3	50	9	243	...	...	
3	2	...	...	5	...	...	...	2	...	3	...	...	
164	257	...	22	443	6	9	1	50	12	365	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
142	...	...	...	142	...	3	3	33	4	99	...	...	
116	9	...	...	125	2	...	...	12	4	107	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
28	...	...	...	28	...	2	...	12	1	13	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
90	...	...	...	90	2	14	3	27	4	40	...	...	
104	...	...	...	104	3	14	...	46	4	37	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
35	...	...	...	35	...	3	...	3	...	29	...	...	
31	...	...	...	31	...	1	...	9	...	21	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
40	...	...	...	40	...	1	...	7	...	32	...	...	
...	...	...	...	...	...	...	...	...	...	.....	...	...	
1	...	...	...	1	...	...	...	...	...	1	...	...	
2	...	...	...	2	...	...	...	...	...	2	...	...	
6	...	...	...	6	...	...	...	...	...	6	...	...	
534	267	219	142	1,162	10	38	5	147	31	931	...	...	
2	36	12	6	56	20	11	1	23	...	1	...	...	
874	451	286	...	1,611	23	18	4	87	62	1,416	...	1	
8	35	...	...	43	14	17	1	9	...	2	...	...	
16,045	1,354	962	...	18,361	9	176	21	332	1,902	15,913	...	8	
674	364	35	...	1,073	2	84	19	115	32	821	...	...	

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Schools of General Education—continued.									
Lower Primary Examination. ... ... — Boys	5,408	792	402	6,602	52,331	6,667	3,339	...	62,337
— Girls	425	132	42	599	3,201	1,432	203	...	4,836
University School Final Examination ... ... — Boys	27	26	24	77	247	189	112	614	1,162
— Girls	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination ... ... — 1st Grade ...	...	...	...	...	...	...	...	...	...
— 2nd Grade ...	29	16	21	66	288	107	93	407	895
— 3rd Grade ...	740	20	83	843	2,313	93	248	816	3,470
Schools of Special Instruction.									
Training Institutions—									
1. Training School Examination for Masters in European Schools ... ... — 1st Year	...	...	...	...	...	...	...	...	...
— 2nd Year... ...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses in European Schools ... — 1st Year	...	...	...	...	...	18	...	...	18
— 2nd Year... ...	...	3	...	3	...	10	...	...	10
1. Training School Examination for Masters in Native Secondary Schools . — 1st Year	...	...	...	...	...	...	...	...	...
— 2nd Year... ...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses in Native Secondary Schools . — 1st Year	...	...	...	...	...	...	...	...	...
— 2nd Year	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters in Primary Schools. — 1st Year	...	...	...	...	191	43	...	51	285
— 2nd Year... ...	1	...	...	1	179	17	...	36	232
— 3rd Year	5	1	...	6	101	17	...	16	134
2. Training School Examination for Mistresses in Primary Schools ... — 1st Year	...	...	...	...	59	...	...	...	59
— 2nd Year... ...	1	...	...	1	40	...	...	...	40
— 3rd Year	4	...	...	4	36	...	...	...	36
— 4th Year	1	...	...	1	10	...	...	...	10
Technical and Industrial Schools.									
School of Art Examination. — 3rd Grade Drawing.	3	...	1	4	38	...	12	4	54
— 2nd Grade „	35	19	20	74	154	62	85	11	312
— 1st Grade „	79	44	58	181	1,315	491	511	83	2,400
Law Schools	...	...	...	...	...	...	...	...	...
Vernacular Medical Examination ... ... — 1st Year	...	...	...	...	73	...	...	11	84
— 2nd Year... ...	...	...	...	...	65	...	...	4	69
— 3rd Year... ...	3	...	...	3	67	...	...	3	70
Examination in Engineering	...	1	...	1	...	7	...	...	7
Examination in Surveying	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...
Commercial Examination. — Junior	...	1	1	2	...	1	1	1	3
— Senior	...	1	6	7	...	47	93	17	157
Agricultural Examination ... High S. Classes. — 2nd Year ...	1	...	...	1	54	...	...	1	55
— 1st Year ...	...	1	1	2	49	7	4	...	60
Other Schools	3	...	...	3	6	...	...	...	6

TABLE VI—*continued.*

Number Passed.					Race or Creed of Passed Scholars.								
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	European and Eurasians.	Portuguese and Native Christians.	Jews.	Pársis.	Mahomedans.	Hindus.		Budhists.	Others.
										Bráhmins.	Non-Bráhmins.		
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*	16*i*
32,046	2,687	1,707	...	36,440	17	424	34	492	5,027	30,402		2	42
2,096	866	146	...	3,108	4	169	30	241	190	2,470		...	4
103	72	48	85	308	1	2	1	9	7	288		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
155	65	31	143	394	1	1	1	9	12	369		...	1
1,142	50	91	268	1,551	1	12	...	...	156	1,382		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	7	...	...	7	7	...	...	...	...	.....		...	...
...	10	...	...	10	9	...	...	1	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
183	38	...	32	253	...	36	...	...	30	187		...	...
173	15	...	23	211	...	14	...	...	13	184		...	...
97	11	...	10	118	...	10	...	...	11	97		...	...
51	...	...	...	51	...	6	...	1	8	36		...	...
36	...	...	...	36	...	5	...	...	...	31		...	...
32	...	...	...	32	...	5	1	...	7	19		...	...
9	...	...	...	9	...	1	...	...	...	8		...	...
21	...	3	3	27	...	1	....	4	1	21		...	...
34	8	23	1	66	2	...	...	4	2	56		2	...
397	112	179	26	714	5	20	6	57	35	583		8	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
64	...	...	11	75	...	...	...	...	5	68		...	2
60	...	...	4	64	...	...	...	...	4	56		...	4
53	...	...	2	55	...	1	...	...	3	49		...	2
...	7	...	...	7	...	...	...	1	...	6		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	...	...	...	...	...	...	...	...	...	.....		...	...
...	1	1	1	3	...	...	...	2	...	1		...	...
...	32	53	16	101	8	2	1	56	...	34		...	...
54	...	...	1	55	...	...	...	...	27	28		...	...
49	4	4	...	57	...	...	...	...	25	32		...	...
6	...	...	...	6	...	...	...	...	5	1		...	...

GENERAL

Return showing the Distribution of Local Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE OF DISTRICT LOCAL BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Local Boards.											In Institutions managed by			Total Local Board Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Local Cess.	Municipal Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
Collegiate Education. — English	..	..	..	..	..	..	..	..	..	..	..	..	..	6,450	6,450
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	6,450	6,450
Secondary Schools.															
School Education, General. — For Boys. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	4,077	4,077
For Boys. — Middle Schools.	5	191	189	166	..	761	..	2,204	..	..	2,965	..	417	250	1,428
For Girls. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. — Middle Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	5	191	189	166	..	761	..	2,204	..	..	2,965	..	417	4,327	5,505
Primary Schools.															
For Boys	3,795	206,984	214,849	152,381	5,26,037	7,31,968	..	1,12,457	1,523	1,593	13,73,578	..	49,802	2,823	7,84,593
For Girls	145	7,214	7,770	4,667	9,513	36,454	500	..	..	404	46,871	30	6,585	..	43,069
Total	3,940	214,198	222,619	157,048	5,35,550	7,68,422	500	1,12,457	1,523	1,997	14,20,449	30	56,387	2,823	8,27,662
Training Institutions. — Training Schools for Masters for Secondary Schools.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Training Schools for Mistresses for Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Training Schools for Masters for Primary Schools	..	..	..	..	..	..	..	..	..	..	..	25,168	..	..	25,168
Training Schools for Mistresses for Primary Schools.	2	9	18	15	2,312	2,970	600	..	..	..	5,882	3,309	500	..	6,779
Total	2	9	18	15	2,312	2,970	600	..	..	..	5,882	28,477	500	..	31,947
Technical and Industrial Schools. — Medical Schools	..	..	..	..	..	..	..	..	..	..	..	1,432	..	400	1,832
Industrial Schools	1	260	239	190	9,964	5,195	..	..	..	5,912	21,071	..	1,910	2,500	9,605
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	1	80	85	85	..	6,722	..	..	..	..	6,722	..	..	..	6,722
Other Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	2	340	327	275	9,964	11,917	..	..	..	5,912	27,793	1,432	1,910	2,900	18,159
Buildings	..	..	..	..	47,037	42,755	..	..	121	..	89,913	3,000	..	..	45,755
Furniture and Apparatus (Special Grants only)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	47,037	42,755	..	..	121	..	89,913	3,000	..	..	45,755
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,733
Scholarships held in .. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,176
Middle Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,947
Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7,020
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,568
Other Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9,139
Miscellaneous. — Boarding Houses	..	..	..	..	..	..	..	..	..	..	..	..	..	..	(441)
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	27,583
Grand Total	3,949	214,738	223,153	157,504	5,94,863	8,26,825	1,100	1,14,661	1,644	7,909	15,47,007	32,939	59,214	16,500	9,63,061

TABLE VII.

Public Instruction, in the Bombay Presidency, for the official year 1901-1902.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by				Total Expenditure of Local Boards and Municipal Boards on Public Instruction.
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Municipal Rates.	Local Boards Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	..	..	..	..	..	..	..	8,175	8,175	14,625
..	..	..	..	..	..	..	..	..	..	..	..	..	8,175	8,175	14,625
1	158	123	109	..	5,617	..	1,862	..	6	7,485	..	..	8,490	14,107	18,184
68	3,774	3,581	3,073	21,201	19,708	417	43,455	168	97	85,046	1,433	..	3,337	24,478	25,906
..	..	..	..	..	..	..	..	..	..	..	..	..	600	600	600
1	26	27	16	..	180	..	..	..	..	180	..	..	355	535	535
70	3,958	3,731	3,198	21,201	25,505	417	45,317	168	103	92,711	1,433	..	12,782	39,720	45,225
547	69,058	73,204	55,605	1,49,356	2,58,343	49,802	75,375	258	10,275	5,43,409	1,663	..	14,348	2,74,354	10,58,947
170	11,600	12,479	7,686	31,915	69,816	6,585	2,571	60	1,016	1,11,963	..	500	4,804	75,120	1,18,189
717	80,658	85,683	63,291	1,81,271	3,28,159	56,387	77,946	318	11,291	6,55,372	1,663	500	19,152	3,49,474	11,77,136
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....
..	..	..	..	..	..	..	..	..	..	..	579	..	..	579	25,747
1	9	8	8	630	515	500	..	..	..	1,645	794	600	..	1,909	8,688
1	9	8	8	630	515	500	..	..	..	1,645	1,373	600	..	2,488	34,435
..	..	..	..	..	..	..	..	..	..	..	..	..	..	...	1,832
4	181	139	91	5,457	6,693	1,910	..	..	1,423	15,483	..	..	10,001	16,694	26,299
1	..	42	33	593	7	..	135	..	..	735	..	..	..	7	7
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6,722
..	10	9	6	..	401	..	38	..	..	439	..	..	..	401	401
5	191	190	130	6,050	7,101	1,910	173	..	1,423	16,657	..	..	10,001	17,102	35,261
..	..	..	..	15,186	9,110	..	32	14,564	3,821	42,713	450	..	..	9,560	55,315
..	..	..	..	15	314	..	..	2,500	2,006	4,835	..	..	..	314	314
..	..	..	..	15,201	9,424	..	32	17,064	5,827	47,548	450	..	..	9,874	55,629
..	..	..	..	..	..	..	..	..	..	..	..	..	..	5,746	9,479
..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	1,183
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,947
..	..	..	..	..	..	..	..	..	..	..	..	..	..	543	7,563
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,568
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,564	10,703
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	(441)
..	..	..	..	..	..	..	..	..	..	..	..	..	..	7,860	35,443
793	84,816	89,612	66,627	2,24,353	3,70,704	59,214	1,23,468	17,550	18,644	8,13,933	4,919	1,100	50,110	4,34,693	13,97,754

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Boys' and Girls' Hostels or Boarding-houses for the official year 1901-1902.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of						Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Institutions.	Technical and Industrial Schools.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, &c.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
For Boys.																	
1. Managed by Government	8	509	...	...	9	...	471	29	4,692	...	...	...	185	456	702	...	6,035
2. Managed by District Local Boards ...	4	155	...	...	21	54	...	80	...	...	441	...	...	...	...	...	441
3. Managed by Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Maintained by Native States	3	121	...	...	77	...	44	...	...	...	...	...	...	...	...	8,608	8,608
5. Aided by Government or by Local or Municipal Boards or by Native States	43	3,533	85	...	1,240	1,907	66	235	10,842	2,301	...	...	28,191	35,264	25,823	...	102,421
6. Unaided...	10	950	24	...	358	534	...	34	...	...	...	...	1,383	2,212	11,758	...	15,353
For Girls.																	
1. Managed by Government	3	90	...	...	46	...	44	...	72	...	...	...	...	...	1,136	...	1,208
2. Managed by District Local Boards ...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
3. Managed by Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Maintained by Native States	1	35	...	...	...	7	28	...	...	...	...	...	...	...	...	144	144
5. Aided by Government or by Local or Municipal Boards or by Native States	23	1,796	...	...	963	828	...	5	10,790	...	...	...	11,191	10,211	17,982	...	50,174
6. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX B.

SPECIAL RETURNS FOR EUROPEAN AND EURASIAN SCHOOLS.

No. 1.

Attendance.

Class of Institutions.	Aided Schools.				Unaided.				Total of Schools.	Total of Pupils on the 31st March.	Number of Pupils on the 31st of March learning			Classification of Pupils on the 31st of March according to Race or Creed.							Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly number on the Rolls.	Average daily attendance.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly number on the Rolls.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans or Eurasians.	Native Christians and Portuguese.	Jews.	Pársis.	Mahomedans.	Hindus.	Others.		
For Boys. High Schools ...	8	1,075	1,044	918	1	61	68	67	9	1,136	1,136	595	10	996	45	...	25	10	7	53	166	...
For Boys. Middle Schools ..	13	515	493	423	1	15	12	10	14	530	530	54	19	522	2	...	4	...	...	2	193	...
For Girls. High Schools ...	13	1,635	1,645	1,376	...	...	...	...	13	1,635	1,635	471	11	1,405	77	...	92	8	7	46	...	274
For Girls. Middle Schools .	10	513	496	394	...	...	...	...	10	513	513	74	4	460	21	...	18	4	...	10	...	190
Total ...	44	3,738	3,678	3,111	2	76	80	77	46	3,814	3,814	1,194	44	3,393	145	...	139	22	14	111	359	464
Normal Schools	3	30	27	25	...	...	...	...	3	30	30	17	2	24	5	...	1	...	...	...	...	...
Industrial Schools ...	1	5	11	9	...	...	...	...	1	5	...	...	...	5	...	...	...	...	...	...	...	...
Total ...	4	35	38	34	...	...	...	...	4	35	30	17	2	29	5	...	1	...	...	...	...	...
Grand Total ...	48	3,773	3,716	3,145	2	76	80	77	50	3,849	3,844	1,211	46	3,412	150	...	140	22	14	111	359	464

No. 2.

Expenditure.

	Aided.						Unaided.				Total, Expenditure from				Grand Total.
	Provincial.	Municipal.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys. High Schools.	30,653	...	42,350	9,214	26,359	1,08,576	...	...	...	...	30,653	...	42,350	35,573	1,08,576
For Boys. Middle Schools	10,601	340	10,340	15,024	25,242	61,547	162	..	...	162	10,601	340	10,502	40,266	61,709
For Girls. High Schools.	45,702	600	51,098	19,941	28,627	1,45,968	...	...	...	...	45,702	600	51,098	48,568	1,45,968.
For Girls. Middle Schools	8,817	...	10,708	4,171	21,003	44,699	...	...	...	...	8,817	...	10,708	25,174	44,699
Total ...	95,773	940	1,14,496	48,350	1,01,231	3,60,790	162	...	...	162	95,773	940	1,14,658	1,49,581	3,60,952
Normal Schools ..	5,509	...	3,174	400	8,430	17,513	...	...	...	...	5,509	...	3,174	8,830	17,513
Industrial Schools ...	353	...	...	85	660	1,098	...	...	...	...	353	...	...	745	1,098
Drawing Classes ...	...	...	172	...	53	225	...	...	...	...	...	...	172	53	225
Total ...	5,862	...	3,346	485	9,143	18,836	...	...	...	...	5,862	...	3,346	9,628	18,836
Scholarships	...	...	...	505	4,807	5,312	...	...	...	...	...	...	...	5,312	5,312
Buildings	33,884	...	...	2,800	18,092	54,776	...	...	...	...	33,884	...	...	20,892	54,776
Furniture and Apparatus.	272	...	...	...	...	272	...	...	...	...	272	...	...	...	272
Total ...	34,156	...	...	3,305	22,899	60,360	...	...	...	...	34,156	...	...	26,204	60,360
Grand Total ...	1,35,791	940	1,17,842	52,140	1,33,273	4,39,986	162	...	...	162	1,35,791	940	1,18,004	1,85,413	4,40,148

No. 3.

Stages of Instruction.

Class of Schools.	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
										1			2					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys	226	35	261	305	82	387	345	84	429	393	138	531	38	20	58	1,307	359	1,666
Girls	27	208	235	40	372	412	83	465	548	244	559	803	70	80	150	464	1,684	2,148
Total ...	253	243	496	345	454	799	428	549	977	637	697	1,334	108	100	208	1,771	2,043	3,814

No. 4.

Boarding-houses.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of				Expenditure from							
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local Fund.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native State Revenues, &c.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys.														
1. Aided by Government or by Local or Municipal Boards or by Native States	9	489	...	484	...	5	5,868	...	...	20,933	14,787	15,779	...	57,367
2. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls.														
1. Aided by Government or by Local or Municipal Boards or by Native States	10	481	...	476	...	5	7,285	...	...	9,531	4,271	12,791	...	33,878

APPENDIX C.

Table giving percentage of passes in each College from 1897 to 1901.

College.	Previous.				Number sent up.	Intermediate.				Number sent up.	B. A.				Number sent up.
	I.	II.	III.	Total.		I.	II.	III.	Total.		I.	II.	III.	Total.	
Elphinstone...	1	14	36	51	552	1	18	42	61	353	4	31	40	75	238
Deccan ...	2	15	41	58	241	2	15	50	67	177	1	19	44	63	183
Wilson ...	...	13	45	59	511	...	12	46	59	456	1	18	49	67	297
St. Xavier's...	2	16	41	59	323	1	14	44	59	207	5	29	45	79	163
Fergusson ...	1	9	38	47	472	...	5	43	48	313	...	8	44	52	187
Baroda ...	...	5	37	42	396	...	7	47	53	234	...	22	50	72	132
Gujarat ...	...	8	37	45	546	...	5	48	53	247	...	16	43	59	90
Samaldas ...	...	9	38	47	222	...	12	36	48	113	...	15	55	70	40
D. J. Sind ...	...	16	50	66	176	...	17	54	71	78	...	31	50	81	48

Administration Reports.—

Report of the Director of Public Instruction on the Progress of Education in the Bombay Presidency during the quinquennium from 1897-98 to 1901-1902.

Educational Department.
No. 2196

Bombay Castle,
10th December 1902.

Letter from the Director of Public Instruction, No. 5978, dated the 20th October 1902.

Forwarding his report on the progress of education in the Bombay Presidency during the past five years; and making remarks.

RESOLUTION.—During the five years to which the report relates, the Presidency has suffered continuously from plague and almost continuously from famine. The Director of Public Instruction remarks that education has been thrown back ten years, to the point reached in 1891-92; but, whereas collegiate and secondary education have progressed, the position of primary education is now worse than it was ten years ago. The effects of plague and famine would have been more clearly shown if the Director of Public Instruction had quoted for comparison the figures of 1895-96, the last year before the cycle of calamities set in. They show that public primary education has lost 591 schools and 86,719 boys, and private primary education 140 schools and 10,954 boys during the past six years. On the whole the effects of plague seem to have been greater than those of famine. The lower relative position of the Southern Division in respect of primary education appears to be due almost entirely to the virulent outbreaks of plague in the Belgaum and Dhárwár Districts. On the other hand, Bijápur and Sind, which have suffered but little from plague, seem to have made considerable progress, which encourage shope for the future as regards the rest of the Presidency when better times return. The pressure of famine reduced the income both of Government and of the Local Boards. Hence all improvements were stopped for want of funds, grants-in-aid of buildings had to be refused, and no new schools could be put on the grant-in-aid list.

2. The very remarkable increase of attendance in unaided schools under private management seems from the remarks on page 45 of the Report to be due chiefly to the opening of new schools in Bombay and in the Ahmednagar District. These schools may, in some cases, have been opened to take the place of Board Schools that had to be closed owing to financial pressure, and many of them might, perhaps, have come upon the aided list if it had been possible to aid any new schools in the last few years. In any case their existence shows the strength and reality of the demand for education even when aid from public funds is not available. The large increase in endowments of late years is another fact which points in the same direction. The precise amount of the increase is, however, obscured by being shown together with the expenditure of Native States in one lump sum.

3. The lower average attendance at Board Schools as compared with schools of other classes is doubtless due to the fact that the former class includes most of the primary schools, where attendance tends to be less regular than at the more expensive schools of higher grades.

4. The Director of Public Instruction should submit a separate report on the changes that he considers necessary in the present system of Government scholarships, after consulting the Inspectors.

* * * *

7. It is desirable that in future reports the number of schools in which the rural standards are taught and of the persons who are studying them, should be separately shown. The popularisation of this simple form of education seems to His Excellency the Governor in Council to be the most hopeful way of reaching the agricultural classes, who have never yet been attracted to the schools in number large enough to improve their condition and prospects. The account given of the night schools is discouraging, but it is not quite certain that Revenue officers would express views as unfavourable as those of the Director of Public Instruction. The Commissioner in Sind has already been asked for a special report on the encouragement of education in that province.

* * * * *

9. His Excellency the Governor in Council is glad to notice the progress made by Technical Education during the past five years, in spite of plague and famine.

* * * * *

A. M. T. JACKSON,
Acting Secretary to Government.

To

The Superintendent, Government Central Press,
The Editors' Table, Bombay,
The Editors' Table, Poona,
The Editors' Table, Belgaum,
The Editors' Table, Dhárwár,
The Editors' Table, Karáchi.

SUPPLEMENT

TO THE

DIRECTOR OF PUBLIC INSTRUCTION'S

QUINQUENNIAL REPORT FOR

1897-98 TO 1901-1902.

BOMBAY BRANCH

OF THE

Royal Asiatic Society.

SUPPLEMENT

TO THE

DIRECTOR OF PUBLIC INSTRUCTION'S

QUINQUENNIAL REPORT FOR

1897-98 TO 1901-1902.

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10.—Accounts of the Government Central Book Depôt, Bombay	39

The distribution of the schools throughout the Presidency is as under :—

Districts and Native States.	Area in square miles.	Number of Towns and inhabited Villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st March 1902.	Increase and Decrease of the year. Schools. Increase.	Schools. Decrease.	Pupils. Increase.	Pupils. Decrease.	Number of Schools not yet recognized by the Department and shown in Columns 12 and 13 of Government Table I.	Number of Pupils in such Schools.	Percentage of Total Pupils in Columns 6 and 12 to Population.	Number of Villages with Schools.	Average number of square miles to each Village with a School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Central Division.														
Bombay	22	1	776,006	296	35,454	11	...	3,703	...	216	9,275	5·7	1	22·
Poona	5,349	1,191	995,330	392	23,360	...	26	...	1,970	21	414	2·3	225	23·7
Sátára	4,825	1,345	1,146,559	322	20,023	...	...	...	1,008	48	1,031	1·8	300	16·0
Sholápur	4,541	719	720,977	249	12,276	9	...	...	851	36	921	1·8	167	27·1
Ahmednagar	6,586	1,355	837,695	369	20,294	1	...	820	...	30	757	2·5	216	30·5
Násik	5,850	1,649	816,504	277	15,788	...	4	540	...	16	370	1·9	190	30·7
Khándesh	10,041	2,645	1,427,382	412	29,573	...	10	743	...	73	1,480	2·1	395	25·4
Total ..	37,192	8,904	5,944,447	2,021	121,314	10	40	2,103	3,829	224	4,973	2·7	1,493	24·9
Akalkot	498	103	82,047	35	1,883	...	...	194	...	...	...	2·2	31	16·
Sátára Agency	844	143	109,660	56	2,294	...	...	2	...	13	246	2·3	55	15·3
Bhor	1,491	494	137,268	36	1,310	...	1	154	...	4	153	1·	34	43·8
Násik Agency	360	56	11,532	1	37	...	...	4	...	...	...	·3	1	360·
Khándesh Agency... ...	1,623	426	33,272	...	...	...	...	...	..	...	...	...	...	...
Total ...	4,816	1,212	373,779	128	5,524	...	1	354	...	17	399	1·6	121	39·8
Total, Central Division ...	42,030	10,117	7,094,232	2,445	162,292	21	41	6,160	3,829	457	14,647	2·4	1,615	26·0
Northern Division.														
Ahmedabad	3,816	874	795,967	304	28,537	7	...	2,220	...	87	4,311	4·1	200	19
Kaira	1,595	609	716,332	284	20,952	...	6	...	4,155	78	2,945	4·7	200	8
Broach	1,467	410	291,763	257	17,602	...	3	1,315	...	29	912	6·3	212	7
Surat	1,653	778	637,017	357	28,555	...	1	...	729	88	3,975	5·1	257	6
Panch Mahális	1,606	693	261,020	103	4,704	...	5	30	...	22	1,565	2·4	82	20
Camp Deesa	5	1	3,235	7	471	...	...	57	...	...	...	5·7	1	5
Camp Baroda	1	1	3,159	6	710	1	...	346	...	...	...	22·5	1	...
Thána	3,573	1,633	811,433	228	13,611	...	3	897	...	47	1,096	1·8	179	20
Abu	...	...	...	5	307	...	...	...	5	...	...	...	1	...
Total ...	13,716	4,999	3,524,926	1,551	115,449	8	18	4,865	4,889	351	14,804	3·7	1,133	12
Rewa Kántha	4,980	2,823	479,065	178	7,218	...	9	...	479	7	326	1·6	156	32
Cutch	7,616	945	488,022	128	5,778	1	...	...	289	112	4,155	2·0	100	76
Surat Agency	1,051	377	161,342	59	2,783	2	...	...	121	3	132	1·9	48	22
Cambay Agency	350	90	75,225	26	1,608	...	...	48	...	12	507	2·9	22	16
Mahi Kántha	3,529	1,729	361,545	123	8,254	1	...	2,591	...	15	393	2·4	112	31
Pálanpur	8,000	1,191	467,271	69	3,437	...	...	480	...	19	444	0·8	63	127
Baroda	...	...	...	7	533	...	...	...	38	...	...	...	3	...
Jawhár	310	107	47,538	6	291	...	...	...	8	...	...	0·6	6	52
Total ...	25,835	7,262	2,080,008	596	29,992	4	9	3,119	935	168	5,957	1·7	510	51
Total, Northern Division...	39,551	12,261	5,604,934	2,147	145,441	12	27	7,984	5,824	519	20,761	2·9	1,643	24
Káthiáwár	20,862	4,215	2,329,196	973	71,215	...	4	9,499	...	257	11,873	3·57	763	26·94
Southern Division.														
Belgaum	4,649	1,077	993,976	295	12,544	...	8	...	2,843	21	290	1·2	250	18·59
Dhárwár	4,602	1,302	1,113,298	566	26,580	1	...	...	6,111	80	1,436	2·5	543	8·4
Bijápur	5,669	1,118	735,435	315	16,695	13	...	1,559	...	68	929	2·3	330	17·17
Kánara	3,945	1,289	454,490	187	10,561	...	...	...	212	36	612	2·4	185	21·2
Ratnágiri	3,998	1,308	1,167,927	269	18,668	4	...	1,252	...	231	4,311	1·9	369	10·8
Kolába	2,131	1,484	605,566	179	10,103	...	5	229	...	90	1,348	1·8	232	9·14
Total ...	24,994	7,578	5,070,692	1,811	95,151	18	13	3,040	9,166	526	8,926	2·05	1,909	13·09
Kolhápur	2,855	1,065	910,011	203	7,996	...	27	...	5,056	54	968	0·9	216	13·2
Southern Marátha States, including Jath and Daphlápur	4,003	734	694,749	294	13,451	...	20	...	960	67	1,743	2·1	283	14·1
Sávantvádi	926	227	217,732	105	5,623	7	...	406	...	43	812	2·9	128	7·2
Janjira	324	234	85,414	59	2,960	...	...	...	82	12	110	3·5	47	6·8
Sávanúr	70	23	18,446	17	646	1	...	...	96	4	80	3·9	14	5·
Total ...	8,178	2,283	1,926,352	678	30,676	8	47	406	6,194	180	3,713	1·7	688	11·8
Total, Southern Division...	33,172	9,861	6,997,044	2,489	125,827	26	60	3,446	15,360	706	12,639	1·97	2,597	12·7
Sind.														
Karáchi	14,296	340	607,828	287	15,960	9	...	1,229	...	175	3,775	3·2	371	39
Hyderabad	8,291	1,412	989,030	361	12,149	...	11	...	5,237	189	1,952	1·4	251	33
Thar and Párkar	13,690	669	363,894	92	3,723	10	...	648	...	50	482	1·2	123	111
Shikárpur	8,168	1,117	1,018,113	497	22,482	...	8	21	...	305	4,304	2·6	646	13
Upper Sind Frontier ...	2,621	391	232,045	73	2,682	...	1	231	...	45	659	1·4	107	24
Total ...	47,066	4,429	3,210,910	1,310	56,996	19	20	2,129	5,237	764	11,172	2·1	1,498	31
Native States	6,050	154	199,313	146	5,308	4	...	481	...	...	...	2·7	131	46
Total, Sind ...	53,116	4,583	3,410,223	1,456	62,304	23	20	2,610	5,237	764	11,172	2·2	1,629	33
Aden	80	4	43,974	38	1,697	1	...	194	...	...	...	3·9	...	...
Total, British Districts ...	123,070	25,915	18,570,955	7,027	426,061	67	91	16,034	23,121	2,081	49,150	2·6	6,034	20·4
Total, Native States ...	65,761	15,126	6,908,648	2,521	142,715	16	61	13,859	7,129	622	21,942	2·4	2,213	29·7
Grand Total ...	188,831	41,041	25,479,603	9,548	568,776	83	152	29,893	30,250	2,703	71,092	2·5	8,247	22·9

Statement showing the Receipts and Disbursements of the District Local Boards and the Schools

	Collectorate.	Opening balance on 1st April 1901.	Receipts.						Expenditure on District Board and Government Institutions.	Expenditure on Aided Institutions.
			Provincial Grant.	Local Fund.	Fees.	Municipal Grant.	Miscellaneous.	Total, including opening balance.		
	1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Central Division.	Poona	11,000	28,354	42,574	5,627	...	162	87,717	68,889	...
	Sátára	20,763	39,129	64,940	5,965	...	43	1,30,840	88,651	...
	Sholápur	11,911	24,267	31,356	4,051	...	120	71,705	50,325	...
	Ahmednagar	—8,571	31,935	25,346	5,597	...	81	54,388	63,435	...
	Násik	17,900	29,543	28,080	4,527	...	33	80,083	64,737	...
	Khándesh	66,455	36,984	92,380	9,180	...	158	2,05,157	1,28,369	...
	Total ...	1,19,458	1,90,212	2,84,676	34,947	...	597	6,29,890	4,64,406	...
Northern Division.	Ahmedabad	—44,841	27,930	29,480	4,291	...	1,010	17,870	76,495	...
	Kaira	—34,978	26,243	43,971	5,431	...	192	40,859	90,953	...
	Broach	—32,087	15,529	65,452	3,050	...	...	51,944	75,148	...
	Surat	+25,681	35,992	50,930	6,490	...	225	1,19,318	98,101	...
	Panch Mahálś	—1,921	22,832	5,986	1,131	...	...	28,028	29,009	...
	Thána	+30,693	28,599	34,815	3,966	...	100	97,873	62,394	...
	Total ...	—57,453	1,56,825	2,30,634	24,359	...	1,527	3,55,892	4,32,100	...
Southern Division.	Industrial School, Ratnágiri ...	5,919	6,500	3,350	...	...	6,992	22,761	14,590	...
	Belgaum	11,024	32,604	42,045	8,187	...	111	93,971	78,888	...
	Dhárwár	18,655	44,892	62,270	13,620	...	525	1,39,962	1,14,292	...
	Bijápur	9,211	27,296	21,094	8,127	...	39	65,767	69,987	...
	Kánara	11,296	20,885	21,109	4,568	...	228	58,086	43,216	...
	Ratnágiri	5,878	29,726	21,634	9,851	...	481	67,565	59,642	...
	Kolába	21,641	20,402	29,330	5,177	...	237	76,787	48,595	...
	Total ...	83,619	1,82,305	2,00,832	49,530	...	8,613	5,24,899	4,29,210	...
Sind.	Karáchi	—941	12,804	33,058	877	...	65	45,863	33,101	4,000
	Hyderabad	20,150	31,841	69,976	3,019	1,100	1,307	1,27,423	1,02,620	4,000
	Thar and Párkar	22,519	7,206	23,520	36	...	10	53,291	21,797	800
	Shikárpur	13,650	10,074	79,589	2,059	...	392	1,05,764	78,431	7,000
	Upper Sind Frontier	36,610	3,668	25,258	...	...	13	65,549	27,288	700
	Total ...	91,988	65,593	2,31,401	6,021	1,100	1,787	3,97,890	2,63,237	16,500
	Grand Total ...	2,37,612	5,94,935	9,47,543	1,14,857	1,100	12,524	19,08,571	15,88,953	16,500

aided by the Department within Local Board Area during the year 1901-1902.

Expenditure.			Closing balance on 31st March 1902.	Number of Schools on Local Board Budget on 31st March 1902.	Number of Pupils in Local Board Schools on 31st March 1902.	Increase of Local Board Schools during the year.	Increase of Pupils in Local Board Schools during the year.	Schools aided by the Department within Local Board Area				
Local Board Grant assigned under Section 47.	Local Board Grant assigned under Section 45.	Total.						Number of Schools on 31st March 1902.	Number of Pupils in Schools on 31st March 1902.	Increase of Schools during the year.	Increase of Pupils in Schools during the year.	Grant paid.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.									Rs.
942	1,794	71,625	16,092	186	9,292	−32	−1,098	22	682	...	+189	580
1,437	2,363	92,451	38,389	252	14,620	−3	−296	7	227	...	+50	210
1,113	3,0	51,808	19,897	161	7,558	+7	+705	10	435	+1	+98	495
42	1,116	64,593	−10,205	186	10,781	−6	+514	95	2,926	−3	−315	3,460
235	1,0.7	65,999	14,084	199	10,481	...	+273	9	482	−3	+46	963
287	9,577	1,38,233	66,924	331	19,037	−13	−117	6	190	+1	+40	220
4,056	16,247	4,84,709	1,45,181	1,315	71,769	−47	−19	149	4,942	−4	+108	5,928
602	3,138	80,235	−62,365	193	12,748	2	947	8	323	...	4	562
3,507	553	95,013	−54,154	204	12,935	−5	−2,215	10	650	...	−149	439
647	1,640	77,435	−25,491	213	12,839	3	1,897	5	166	1	47	236
687	876	99,664	+19,654	280	17,660	...	−1,297	...	...	−2	−74	...
296	1,027	30,332	−2,304	89	2,995	−6	−243	...	...	...	...	...
2,273	2,694	67,361	+30,512	169	8,322	−2	639	5	196	−1	−31	273
8,012	9,923	4,50,040	−94,148	1,148	67,499	−8	−312	28	1,335	−2	−203	1,570
...	...	14,590	8,171	1	260	...	+17	...	...	...	...	...
145	2,762	81,795	12,176	196	7,632	−1	−2,696	54	1,141	−7	−215	973
115	1,572	1,15,979	23,983	310	14,478	+2	−4,991	160	4,063	+1	−216	2,435
80	1,300	71,367	−5,600	203	11,045	...	+735	68	1,704	+9	+207	982
659	1,440	45,315	12,771	134	7,323	+1	+64	13	399	−2	−41	386
282	900	60,824	6,741	162	11,498	...	663	69	2,893	+6	+440	2,092
243	3,712	52,550	24,237	130	6,546	...	+627	18	587	−3	+32	403
1,524	11,686	4,42,420	82,479	1,136	58,782	+2	−5,581	382	10,787	+4	+207	7,271
478	2,210	39,789	6,074	53	2,595	+1	424	144	4,404	+10	+395	3,965
144	955	1,07,719	19,704	102	5,254	−1	29[illegible]	198	5,274	−10	−340	4,863
...	1,186	23,783	29,508	46	2,120	+3	328	41	988	+6	+[illegible]5	728
558	1,210	87,199	18,565	115	5,349	+1	194	281	8,[illegible]94	−9	−544	7,809
...	1,200	29,188	36,361	34	1,370	...	195	29	787	...	+50	569
1,180	6,761	2,87,678	1,10,212	350	16,68[illegible]	+4	+1,436	693	19,947	−3	−285	17,934
14,772	44,622	16,64,847	4,32,020	3,949	214,738	−49	−4,476	1,252	37,011	−5	−173	32,703

Statement showing Primary Schools within Municipal limits on 31st March 1902.

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i.e.*, ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE COST.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.										
	Number of Schools.	Number of Pupils.	Fees.	Local Board Grant assigned under Section 47.	Miscellaneous.	Municipal Funds.	Local Board Grant assigned under Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
CENTRAL DIVISION.														
Bombay	50	4,911	14,333	...	7,101	39,789	...	26,951	88,174	88,174	125	11,479	16,838	34,750
Poona.														
Poona City	23	1,214	1,266	183	12	9,394	...	5,468	16,323	16,323	57	3,127	7,948	1,246
Poona Camp	...	...	...	...	...	...	...	...	...	...	15	1,407	2,430	...
Poona Suburban ...	2	100	44	445	24	...	...	216	729	729	...	...	...	...
Bárámati	3	295	296	7	...	808	200	460	1,771	1,771	1	35	39	...
Sirúr	2	217	169	...	22	709	255	428	1,583	1,583	2	337	320	...
Junnar	2	502	413	...	2	869	400	516	2,200	2,200	4	213	216	60
Khed	1	128	138	...	4	344	200	276	962	962	2	134	178	12
Sásvad	2	269	249	...	...	517	415	580	1,761	1,761	1	31	63	...
Lonávla	2	177	185	294	...	249	...	180	908	908	...	...	...	...
Indápur	1	165	138	...	...	420	150	260	968	968	...	...	...	...
Talegaon-Dábháda ...	1	142	54	...	3	148	174	392	771	771	1	20	25	...
A'landi	1	86	57	13	24	335	...	168	597	597	...	...	...	...
Jejuri...	...	...	...	...	...	...	...	...	...	...	2	144	122	167
Total ...	40	3,295	3,009	942	91	13,793	1,794	8,944	28,573	28,573	85	5,448	11,341	1,485
Sátára.														
Málcolmpeth	1	188	230	100	...	397	33	216	976	976	...	...	...	...
Karád	5	448	309	...	...	1,368	376	1,009	3,062	3,062	...	...	...	...
Rahimatpur	1	64	88	11	8	402	92	316	917	917	...	...	...	...
Máini	1	114	75	66	...	351	28	156	676	676	...	...	...	...
Vita	1	127	80	91	...	293	260	280	1,004	1,004	...	...	...	...
Mhasvad	1	225	198	42	...	690	44	284	1,258	1,258	...	...	...	...
Sátára City	7	759	872	27	8	2,010	742	2,124	5,783	5,783	9	499	770	298
Sátára Suburban ...	1	68	85	..	...	185	...	128	398	398	...	...	...	...
Tásgaon	4	359	146	184	149	892	199	788	2,357	2,357	1	60	59	...
Wái	5	342	350	...	...	1,447	491	708	2,996	2,996	7	451	809	...
Ashta	2	311	93	572	...	...	30	628	1,323	1,323	...	...	...	...
Islámpur	3	293	145	344	...	719	68	480	1,756	1,756	2	68	...	221
Total ...	32	3,298	2,670	1,437	165	8,754	2,363	7,117	22,506	22,506	19	1,078	1,638	519
Sholápur.														
Bársi	6	402	308	316	1	1,501	150	880	3,156	3,156	5	310	226	...
Karmála	2	308	273	4	...	732	175	604	1,788	1,788	1	17	40	...
Pandharpur	7	671	475	298	3	955	...	2,736	4,467	4,467	7	620	810	251
Sángola	1	136	118	257	...	143	45	252	815	815	...	...	...	...
Sholápur	9	203	1,167	238	4	5,544	...	2,580	9,533	9,533	28	961	1,764	1,260
Total ...	25	1,720	2,341	1,113	8	8,875	370	7,052	19,759	19,759	41	1,908	2,840	1,511
Ahmednagar.														
Ahmednagar	9	1,573	1,527	36	70	4,753	350	2,520	9,256	9,256	14	1,466	2,944	631
Sangamner	3	397	398	5	2	1,419	460	579	2,863	2,863	5	297	219	161
Bhingár	2	279	247	...	3	680	75	400	1,405	1,405	1	67	66	...
Vámbori	1	135	100	1	...	433	231	244	1,009	1,009	2	52	43	..
Total ...	15	2,384	2,272	42	75	7,285	1,116	3,743	14,533	14,533	22	1,882	3,272	792
Násik.														
Yeola	6	798	545	...	2	2,894	137	1,180	4,758	4,758	1	26	...	155
Igatpuri	2	236	286	87	...	96	73	969	1,511	1,511	2	186	248	...
Málegaon	6	561	367	15	...	1,495	395	1,056	3,328	3,328	4	319	623	...
Násik	8	658	925	133	18	4,138	...	2,775	7,989	7,989	7	437	610	100
Trimbak	...	...	...	...	...	...	...	...	...	...	1	29	32	...
Sinnar...	2	242	94	...	...	211	422	685	1,412	1,412	2	95	177	...
Total ...	24	2,495	2,217	235	20	8,834	1,027	6,665	18,998	18,998	17	1,092	*1,690	255

* Exclusive of Rs. 208 on account of grants to the two schools at Deolali.

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i.e.*, ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE COST.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.											
	Number of Schools.	Number of Pupils.	Fees.	Local Board Grant assigned under Section 47.	Miscellaneous.	Municipal Funds.	Local Board Grant assigned under Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
CENTRAL DIVISION—*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Khándesh.														
Amalner	1	381	290	1	...	743	520	580	2,134	2,134	...	...	...	...
Párola	3	537	424	...	2	1,191	461	884	2,962	2,962	...	...	...	...
Bhusával	3	555	323	32	13	1,965	...	852	3,185	3,185	1	58	...	450
Chopda	4	508	279	1	7	815	815	816	2,733	2,733	1	36	60	208
Songir...	2	175	117	1	...	409	162	287	976	976	...	...	...	...
Erandol	3	762	468	4	6	1,326	917	768	3,489	3,489	...	...	...	...
Dharangaon	6	654	455	11	30	1,206	605	1,168	3,475	3,475	...	...	...	...
Jalgaon	4	436	418	67	3	2,027	162	804	3,481	3,481	2	147	...	360
Nandurbár	3	487	355	3	12	977	506	668	2,521	2,521	1	30	...	204
Bhadgaon	1	240	237	...	1	600	405	564	1,807	1,807	1	110	...	212
Sávda	3	367	254	7	...	797	478	772	2,308	2,308	...	...	...	...
Yával	4	570	287	11	7	1,262	792	842	3,201	3,201	...	...	...	...
Sháháda	1	300	187	28	3	710	311	476	1,715	1,715	...	...	...	...
Prakásha	1	181	113	28	...	217	230	236	824	824	...	...	...	...
Shirpur	1	482	373	36	1	897	660	616	2,583	2,583	1	32	68	194
Sindkheda	1	241	148	2	...	459	272	292	1,173	1,173	...	...	...	...
Betávad	1	171	136	2	1	241	260	320	960	960	...	...	...	...
Taloda...	1	207	196	...	..	361	232	368	1,157	1,157	...	...	...	...
Dhulia...	5	1,131	861	48	18	3,929	426	1,832	7,114	7,114	1	75	66	...
Faizpur	3	507	331	5	2	1,315	680	876	3,209	3,209	...	...	...	...
Total ...	51	8,892	6,252	287	106	21,447	8,894	14,021	51,007	51,007	8	488	194	1,623
Total, Central Division.	237	26,995	33,094	4,056	7,566	1,08,777	15,564	74,493	2,43,550	2 43,550	317	23,375	37,813	40,960
NORTHERN DIVISION.														
Ahmedabad.														
Ahmedabad	20	4,029	5,944	367	60	14,274	...	4,697	25,342	25,342	18	2,345	4,482	679
Prántij	2	454	220	7	16	1,141	540	712	2,636	2,636	1	195	153	...
Modása	2	401	242	46	34	1,011	310	612	2,255	2,255	...	...	...	...
Viramgám	4	647	352	116	...	2,241	225	1,000	3,934	3,934	1	157	222	...
Mándal	2	257	100	...	2	681	270	321	1,374	1,374	1	44	47	...
Sánand	2	399	156	55	1	1,158	310	576	2,256	2,256	...	...	...	...
Dholka	3	572	285	...	1	1,939	102	896	3,223	3,223	...	...	...	...
Dhandhuka	5	501	357	...	...	1,477	117	972	2,923	2,923	...	...	...	...
Dholera	4	472	203	...	10	963	700	964	2,840	2,840	...	...	...	...
Ránpur	2	421	239	9	...	626	404	628	1,906	1,906	...	...	...	...
Gogha	1	164	87	2	...	206	160	236	691	691	4	264	437	...
Total ...	47	8,317	8,185	602	124	25,717	3,138	11,614	49,380	49,380	25	3,005	5,341	679
Kaira.														
Kapadvanj	6	678	277	11	8	2,437	125	1,064	3,922	3,922	4	373	274	...
Dákor	3	433	235	576	4	972	...	600	2,387	2,387	...	...	...	...
Nadiad	9	...	933	251	48	5,123	...	2,268	8,623	8,623	2	53	60	...
Mahudha	4	448	236	257	114	4,484	...	1,160	6,251	6,251	...	...	...	...
Mehmadabad... ...	3	483	328	33	3	1,939	211	844	2,658	2,658	1	35	40	...
Kaira	2	315	277	27	...	1,785	217	744	3,050	3,050	2	173	131	...
Ode	3	348	149	1,029	...	...	...	492	1,670	1,670	...	...	...	...
Umreth	5	835	452	137	14	2,626	...	1,172	4,401	4,401	...	...	...	...
Anand	1	388	253	498	...	453	...	552	1,756	1,756	2	395	471	...
Borsad...	4	614	437	688	...	938	...	772	2,835	2,835	4	424	803	...
Total ...	40	4,542	3,577	3,507	191	20,057	553	9,668	37,553	37,553	15	1,453	1,779	...
Panch Mahals.														
Godhra	4	761	613	267	47	852	500	984	3,263	3,263	1	28	58	...
Dohad...	6	521	300	29	4	1,032	527	860	2,752	2,752	...	...	...	...
Total ...	10	1,282	913	296	51	1,884	1,027	1,844	6,015	6,015	1	28	58	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i.e.*, ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE COST.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.											
	Number of Schools.	Number of Pupils.	Fees.	Local Board Grant assigned under Section 47.	Miscellaneous.	Municipal Funds.	Local Board Grant assigned under Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
NORTHERN DIVISION —*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Broach.														
Jambusar	5	641	351	31	1	1,589	600	1,380	3,952	3,952	...	...	...	...
A'mod...	2	143	97	59	...	741	240	552	1,689	1,689	1	135	107	...
Broach	9	1,641	840	400	190	7,242	500	3,152	12,324	12,324	5	356	556	...
Ankleshvar	4	569	313	126	3	1,834	100	1,188	3,564	3,564	1	30	...	...
Hánsot	3	365	115	31	7	940	200	630	1,923	1,923	...	...	...	...
Total ...	23	3,359	1,716	647	201	12,346	1,640	6,902	23,452	23,452	7	521	663	...
Surat.														
Surat	13	4,069	3,822	539	51	12,139	...	4,016	20,567	20,567	21	2,394	4,078	720
Ránder	2	254	134	97	...	602	140	436	1,409	1,409	2	259	502	...
Bulsár...	6	612	395	48	59	1,825	294	1,168	3,789	3,789	2	108	...	...
Mándvi	3	357	153	3	1	251	442	610	1,460	1,460	...	...	...	...
Total ...	24	5,292	4,504	687	111	14,817	876	6,230	27,225	27,225	25	2,761	4,580	720
Thána.														
Thána	6	631	606	451	15	2,579	325	1,924	5,900	5,900	1	91	230	...
Kurla	2	203	194	418	184	425	...	332	1,553	1,553	1	58	111	...
Bándra	3	248	253	486	...	1,231	...	832	2,802	2,802	1	85	324	...
Máhim	5	336	99	528	...	558	441	1,260	2,886	2,886	1	22	21	...
Kalyán	4	276	165	163	...	1,300	492	1,060	3,180	3,180	2	78	135	50
Bhiwndi	6	549	287	...	...	2,127	840	1,099	4,353	4,353	...	...	...	...
Bassein	8	454	309	227	7	2,042	596	1,332	4,513	4,513	1	41	123	...
Total ...	34	2,697	1,913	2,273	206	10,262	2,694	7,839	25,187	25,187	7	375	944	50
Camp Deesa ...	1	65	67	...	...	223	...	123	413	413	5	370	688	...
Total, Northern Division ...	179	25,554	20,875	8,012	884	85,306	9,928	44,220	1,69,225	1,69,225	85	8,513	14,053	1,449
SOUTHERN DIVISION.														
Dhárwár.														
Dhárwár	15	1,464	1,098	25	...	6,149	...	3,336	10,608	10,608	2	161	195	...
Hubli	16	1,862	1,565	34	14	5,971	...	3,505	11,089	11,089	5	373	431	...
Gadag	7	887	786	35	14	2,675	...	1,440	4,950	4,950	10	452	702	...
Háveri	2	248	187	2	...	352	242	444	1,227	1,227	2	201	120	...
Navalgund	3	134	166	...	5	304	464	372	1,311	1,311	...	...	20	...
Nargund	5	339	325	18	68	1,099	350	608	2,468	2,468	...	...	...	...
Ránebennur	4	...	307	...	...	851	279	600	2,037	2,037	5	...	132	...
Byádgi	2	252	166	1	...	662	237	360	1,426	1,426	...	...	...	...
Total ...	54	5,186	4,600	115	101	18,063	1,572	10,665	35,116	35,116	24	1,187	1,600	...
Belgaum.														
Belgaum	9	932	1,022	85	20	2,801	872	3,000	7,800	7,800	8	721	906	392
Athni	4	419	215	...	...	1,203	445	832	2,695	2,695	3	287	299	...
Nipáni	4	291	320	22	...	806	375	684	2,207	2,207	...	...	...	...
Gokák...	4	339	305	1	...	793	536	624	2,259	2,259	1	25	15	...
Saundatti	2	...	154	10	...	468	438	640	1,710	1,710	...	...	...	...
Yamkanmardi ...	1	28	104	27	...	348	96	292	867	867	1	...	35	...
Total ...	24	2,009	2,120	145	20	6,419	2,762	6,072	17,538	17,538	13	1,033	1,255	392
Bijápur.														
Bijápur	7	779	691	...	...	2,227	610	1,320	4,848	4,848	6	335	357	40
Guledgudd	4	471	409	...	65	1,148	415	936	2,973	2,973	5	400	729	...
Bágalkot	4	645	492	71	2	2,297	...	992	3,854	3,854	5	323	180	30
Ilkal	4	288	190	9	...	361	275	480	1,315	1,315	4	121	62	...
Total ...	19	2,183	1,782	80	67	6,033	1,300	3,728	12,990	12,990	20	1,179	1,328	70
Kánara.														
Kárwár	9	765	351	296	...	2,119	500	1,448	4,714	4,714	2	136	211	40
Kumta	8	692	354	147	195	2,272	...	1,268	4,236	4,236	...	...	...	...
Sirsi	4	...	157	25	12	1,611	...	968	2,773	2,773	...	...	...	...
Haliyál	3	141	84	53	1	693	625	561	2,017	2,017	...	...	...	...
Bhatkal	2	244	147	49	1	792	...	460	1,449	1,449	...	...	...	...
Honávar	3	356	248	89	10	832	315	661	2,155	2,155	...	...	...	...
Total ...	29	2,198	1,341	659	219	8,319	1,440	5,366	17,344	17,344	2	136	211	40

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, i.e., ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE COST.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.											
	Number of Schools.	Number of Pupils.	Fees.	Local Board Grant assigned under Section 47.	Miscellaneous.	Municipal Funds.	Local Board Grant assigned under Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(a)	4(b)	4(c)	4(d)	4(e)	4(f)	5	6	7	8	9
Southern Division —*concluded.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Ratnágiri.														
Ratnágiri	4	608	683	68	...	1,092	575	940	3,358	3,358	5	251	182	65
Chiplún	3	415	481	129	...	1,346	...	660	2,616	2,616	...	...	...	...
Rájápur	2	336	377	7	2	709	...	360	1,455	1,455	1	40	25	...
Dapoli..	1	56	71	7	...	147	325	308	858	858	2	71	640	...
Vengurla	4	906	967	71	...	2,072	...	1,008	4,118	4,118	...	...	...	...
Total ...	14	2,321	2,579	282	2	5,366	900	3,276	12,405	12,405	8	362	847	65
Kolába.														
Alibág...	2	...	260	75	14	1,119	620	1,040	3,128	3,128	1	81	60	...
Mahád...	2	380	386	28	...	715	760	748	2,637	2,637	2	156	268	418
Pen	3	453	481	72	...	751	770	948	3,022	3,022	...	...	...	...
Panvel...	4	434	269	68	...	1,066	762	1,084	3,249	3,249	...	...	...	...
Roha	3	339	348	...	...	391	620	716	2,075	2,075	2	138	53	...
Uran	2	268	204	...	...	739	180	488	1,611	1,611	2	60	154	526
Mátherán	1	72	88	...	...	276	...	159	523	523	...	...	...	...
Total ...	17	1,946	2,036	243	14	5,057	3,712	5,183	16,245	16,245	7	435	535	944
Total, Southern Division ...	157	15,843	14,458	1,524	423	49,257	11,686	34,290	1,11,638	1,11,638	74	4,332	5,776	1,511
Sind.														
Karáchi.														
Karáchi	14	1,347	1,421	475	78	9,561	600	5,768	17,903	17,903	34	3,484	8,231	3,494
Sehwan	1	235	241	3	...	586	65	400	1,295	1,295	1	32	38	...
Bubak...	1	111	70	...	...	558	300	468	1,396	1,396	...	...	...	...
Mánjhand	1	70	30	..	...	239	50	168	487	487	1	34	25	...
Tatta	3	423	365	...	14	2,008	430	1,088	3,905	3,905	5	314	133	...
Keti Bandar	1	91	...	...	...	480	...	220	700	700	...	...	...	...
Kotri	2	317	139	...	...	1,277	..	636	2,052	2,052	4	142	92	...
Total ...	23	2,594	2,266	478	92	14,709	1,445	8,748	27,738	27,738	45	4,006	8,519	3,494
Hyderabad.														
Hyderabad	12	...	573	144	...	7,993	...	4,532	13,242	13,242	18	...	5,119	1,315
Tando Mahomed Khán.	1	192	63	...	...	639	...	432	1,134	1,134	1	30	30	...
Tando Allahyár ...	1	200	60	...	...	932	...	400	1,392	1,392	2	66	97	...
Tando Adam	1	155	69	...	4	966	...	391	1,430	1,430	1	30	...	...
Nasarpur	2	262	257	...	...	715	645	648	2,265	2,265	...	...	...	...
Hala	1	152	87	...	755	677	310	368	2,197	2,197	...	...	65	...
Matári	1	137	70	...	...	806	...	400	1,276	1,276	2	104	...	...
Total ...	19	1,098	1,179	144	759	12,728	955	7,171	22,936	22,936	24	230	5,311	1,315
Shikárpur.														
Shikárpur	10	1,468	1,748	84	10	5,561	...	3,514	10,917	10,917	26	1,720	1,085	1,947
Sukkur	3	567	435	...	1	3,921	...	2,015	6,372	6,372	18	1,315	887	1,618
Rohri	2	423	482	7	...	2,338	500	1,092	4,419	4,419	3	134	104	2
Lárkhána	3	460	494	153	4	3,228	...	1,233	5,112	5,112	8	483	172	242
Kambar	1	106	68	69	...	923	...	376	1,436	1,436	3	60	18	...
Ghotki	1	35	...	27	...	398	300	340	1,065	1,065	2	40	48	...
Rato-dero	1	87	40	27	...	548	200	292	1,107	1,107	1	30	25	...
Garhi Yásin	1	207	96	39	...	772	210	372	1,489	1,489	1	92	50	...
Total ...	22	3,353	3,363	406	15	17,689	1,210	9,234	31,917	31,917	62	3,874	2,389	3,809
Jacobabad	4	218	138	...	17	2,003	...	577	2,735	2,735	6	307	245	...
Umarkot	1	177	...	...	...	1,539	...	284	1,823	1,823	1	87	...	743
Mithi	1	185	...	...	...	583	376	376	1,335	1,335	1	55	...	221
Mirpur Khás... ...	1	111	...	...	...	...	600	...	600	600	...	...	...	...
Total ...	3	473	...	...	...	2,122	976	660	3,758	3,758	2	142	...	964
Total, Sind ...	71	7,736	6,946	1,028	883	49,251	4,586	26,390	89,084	89,084	139	8,559	16,464	9,582
Grand Total ...	644	76,128	75,373	14,620	9,756	2,92,591	41,764	1,79,393	6,13,497	6,13,497	615	44,779	74,106	53,502

SUBSIDIARY

Statistical Return of Colleges

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average monthly number.	Average daily attendance.	Provincial Revenues.
			Reading for Degree.	Reading for First Arts, Licentiate or corresponding Examination.	Total.			
1	2	3	4	5	6	7	8	9
	Arts Colleges.							Rs.
	Government.							
Bombay ...	Elphinstone College ...	1	139	189	328	325	272	35,599
Poona	Deccan College	1	65	92	157	165	155	45,372
	Native States.							
Káthiáwár ...	Bahuddin College, Junagad	1	19	78	97	96	88	...
Do. ...	Sámaldás College, Bhávnagár	1	31	39	70	55	45	...
Kolháپur ...	Rájárám College... ...	1	21	40	61	64	60	...
	Aided.							
Bombay ...	Wilson College	1	162	206	368	381	235	11,635
Do. ...	St. Xavier's College ...	1	104	176	280	245	232	9,800
Poona	Fergusson College ...	1	70	173	243	207	204	4,800
Ahmedabad ...	Gujarát College	1	52	162	214	220	198	10,000
Karáchi ...	Dayárám Jethmal Sind Arts College	1	22	101	123	121	102	11,700
	Total, Arts Colleges ...	10	685	1,256	1,941	1,879	1,592	1,28,906
	Professional Colleges.							
	Government.							
Bombay ...	Law School	1	102	212	314	284	208	2,102
Poona	Law Class (Deccan College)	1	...	32	32	32	23	170
	Aided.							
Ahmedabad ...	Law Class (Gujarát College)	... (1)	2 (16)	... ...	2 (16)	2 (15)	2 (13)	...
Karáchi ...	Law Class (D. J. Sind Arts College)	(1)	...	(10)	(10)	(12)	(7)	...
	Government.							
Bombay ...	Grant Medical College ...	1	142	427	569	462	448	...
Poona	College of Science ...	1	35	92	127	131	121	55,113
Do.	Agricultural Class (College of Science)	1	2	18	20	16	15	9,515
	Total, Professional Colleges	5 (2)	283 (16)	781 (10)	1,064 (26)	927 (27)	817 (20)	66,900
	Grand Total ...	15 (2)	968 (16)	2,037 (10)	3,005 (26)	2,806 (27)	2,409 (20)	1,95,806

FORM No. 1.

for the official year 1901-1902.

Expenditure.							Annual Cost of educating each Scholar.		Remarks.
Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.	
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	33,740	...	...	13,205	82,544	253 15 9	109 8 7	
...	...	12,060	...	...	105	57,537	348 11 7	274 15 9	
...	...	2,130	7,395	...	...	9,525	99 3 6	.....	
...	...	2,552	18,535	...	...	21,087	383 6 5	.....	
...	...	3,318	10,220	...	76	13,614	212 11 6	.....	
...	...	23,711	...	...	19,801	55,147	144 7 8	30 8 7	
...	...	18,954	...	...	...	28,754	117 5 10	40 0 0	
...	...	11,412	...	1,551	305	18,068	87 0 8	23 3 0	
...	3,000	14,058	...	51	5,488	32,597	148 2 8	45 7 3	
6,450	5,175	10,626	...	...	...	33,951	280 9 5	96 11 1	
6,450	8,175	1,32,561	36,150	1,602	38,980	3,52,824	187 12 4	68 9 8	
...	...	19,947	...	...	1,875	23,924	84 3 10	7 6 5	
...	...	1,500	...	...	...	1,670	52 3 0	5 5 0	
...	...	...	...	...	...	...	.....	.....	
...	...	495	...	...	705	1,200	100 0 0	.....	
...	...	74,231	...	...	2,732	76,963	166 9 5	.....	
...	...	14,323	...	...	...	69,436	530 0 8	420 11 4	
...	...	...	...	...	...	9,515	594 11 0	594 11 0	
...	...	1,10,496	...	...	5,312	1,82,708	197 1 6	72 2 8	
6,450	8,175	2,43,057	36,150	1,602	44,292	5,35,532	190 13 8	69 12 6	

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the official year 1901-1902.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of Grant for the year.
			In High Schools.	In Middle Schools.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Bombay ...	Elphinstone High School ...	1	643	...	643	638	579	19,214	...	...	28,078	...	...	4,019	51,311	80 6 10	30 1 10	.....
Poona ...	High School	1	91	32	126	200	179	16,598	...	...	4,148	...	...	...	20,746	103 11 8	82 15 10	.....
Sátára ...	Do.	1	185	80	265	260	245	10,929	...	...	4,840	...	...	...	15,769	60 10 5	42 0 7	.....
Sholápur ...	Do.	1	94	67	161	254	216	8,429	...	...	4,582	...	...	...	13,011	51 3 7	33 3 0	.....
Násik ...	Do.	1	79	58	137	214	192	9,888	...	...	5,023	...	...	...	14,911	69 10 10	46 2 6	.....
Khándesh ...	Garud High School ...	1	215	84	299	367	306	5,132	...	...	7,632	...	...	838	13,602	37 1 0	13 15 9	.....
Ahmedabad ...	High School	1	369	...	369	351	319	5,570	...	...	11,332	...	...	38	16,940	48 4 2	15 13 11	.....
Kaira	Nariad High School ...	1	111	42	153	253	235	5,416	...	...	6,215	...	...	...	11,631	45 15 7	21 6 6	.....
Broach ...	R. S. Dalal High School ...	1	249	...	249	219	198	4,569	...	...	7,152	...	...	98	11,819	53 15 6	20 13 10	.....
Surat	Sorabji J. J. do. ...	1	309	...	309	289	243	7,022	...	...	9,677	...	...	...	16,699	57 12 6	24 4 9	.....
Thána ...	B. J. High School	1	214	83	297	255	214	4,522	...	...	6,912	...	...	11	11,445	44 14 1	17 1 9	.....
Panch Mahals.	Telang do. Godhra ...	1	115	87	202	180	165	3,462	...	...	4,217	...	...	...	7,679	42 10 7	19 3 9	.....
Belgaum ...	High School	1	146	71	217	163·5	145·3	10,653	...	...	4,127	...	...	...	14,780	90 10 9	64 12 10	.....
Dhárwár ...	Do.	1	284	117	301	280·8	205·7	7,864	...	...	6,550	...	...	175	14,589	52 1 8	28 1 4	.....
Bijápur ...	Do.	1	226	189	415	351·5	313·4	2,510	...	...	8,173	...	...	...	10,683	30 6 11	7 2 5	.....
Kánara ...	Karwar High School ...	1	187	41	228	253·9	203	5,206	...	...	6,246	...	...	...	11,452	45 4 2	20 2 10	.....
Ratnágiri ...	High School	1	235	...	235	233·5	201·5	5,458	...	...	5,426	...	...	66	10,950	46 15 11	23 6 10	.....
Karáchi ...	N. J. High School	1	219	200	419	337	307	11,136	...	...	7,684	...	...	...	18,820	55 13 6	33 0 9	.....
Hyderabad ...	High School	1	...	...	...	197	192	6,162	...	...	4,738	...	...	...	10,900	55 5 3	31 4 6	.....
Sukkur ...	Do. Shikarpur ...	1	228	103	331	291	256	3,459	...	...	6,970	...	...	2	10,431	35 13 6	11 14 2	.....
	Total ...	20	4,102	1,254	5,356	5,588	4,915	1,59,199	...	...	1,49,722	...	...	5,247	3,08,168	55 2 4	27 6 8	.....
	Municipal.																	
Sholápur ...	V. J. High School Pandharpur.	1	85	73	158	123	109	...	...	5,617	1,862	...	...	6	7,485	60 13 8	...	.....
	Native States.																	
Poona ...	Bhor High School	1	38	54	92	81	71	...	1,437	...	379	...	...	...	1,816	22 6 9	...	.....
Sátára ...	Mudhoji High School Phaltan.	1	72	86	158	139	122	...	...	...	...	4,462	...	...	4,462	32 1 7	...	.....
	Aundh High School... ...	1	47	68	115	113	96	...	1,554	...	63	...	...	...	1,617	14 4 11	...	.....
Pálanpur ...	High School	1	61	83	144	136	117	...	...	...	1,339	4,713	...	...	6,052	44 8 0	...	.....
Cutch	Do. Bhúj	1	117	...	117	119	95	...	...	...	1,102	3,470	...	...	4,572	38 6 9	...	.....
Cambay ...	Do.	1	56	68	124	120	96	...	...	...	794	3,278	...	...	4,072	33 14 11	...	.....
Rewa Kántha.	Do. Nándod ...	1	108	77	185	181	155	...	...	...	2,491	4,034	...	...	6,525	36 0 10	...	.....
Káthiáwár ...	High School, Rájkot ...	1	316	...	316	296	269	...	...	...	9,241	4,054	...	1,585	14,880	50 4 4	...	.....
	Do. Junágad ...	1	248	202	450	417	324	...	...	...	3,247	9,498	...	...	12,745	30 9 0	...	.....
	Do. Jámnagar ...	1	227	...	227	222	202	...	...	...	3,629	15,000	404	...	19,033	85 13 1	...	.....
	Do. Bhávnagar ...	1	369	...	369	359	280	...	...	...	6,760	9,019	...	...	15,779	43 15 3	...	.....
	Do. Morvi... ...	1	96	155	251	239	194	...	...	...	...	7,664	...	25	7,689	32 2 9	...	.....
	Do. Gondal ...	1	154	171	325	252	212	...	...	...	6,859	20,821	...	148	27,828	110 6 10	...	.....
	Do. Wadhwán ...	1	143	110	253	231	208	...	...	...	2,994	5,269	...	...	8,263	35 12 4	...	.....
	Gondal, Girásia College ...	1	23	51	74	69	66	...	...	...	13,420	16,311	...	...	29,731	430 14 2	...	.....
	Rájkumár College, Rájkot...	1	26	17	43	41	36	...	...	...	43,284	6,098	...	...	49,382	1,204 7 0	...	.....
Kolhápur ...	Rajaram High School ...	1	207	67	274	289·4	226·6	...	...	...	4,705	21,641	...	1,183	27,529	95 4 1	...	.....
Southern Maratha Agency.	High School, Miraj... ...	1	66	42	108	97·1	88·2	...	...	...	1,101	4,728	...	...	5,829	60 1 6	...	.....
	Do. Sángli ...	1	117	69	186	163 1	131·7	...	...	...	943	6,010	...	6	6,959	42 11 1	...	.....
	Do. Jamkhandi ...	1	177	114	291	273·	229·	...	...	...	212	7,962	...	...	8,174	29 15 0	...	.....
Sávantvádi Agency.	Savantvadi High School ...	1	152	95	247	226·	199·5	...	...	...	3,871	3,594	...	21	7,486	33 2 0	...	.....
Kolába Agency	Janjira High School ...	1	48	50	98	105·	74·5	...	...	...	277	5,022	...	...	5,299	50 7 5	...	.....
	Total ...	22	2,868	1,579	4,447	4,168	3,492	...	2,991	...	1,06,711	1,62,648	404	2,968	2,75,722	66 2 5	...	.....
	AIDED.																	
	European and Eurasian.																	
Bombay ...	Cathedral High School ...	1	52	116	168	156	135	4,865	...	...	8,240	...	877	3,643	17,625	112 9 8	31 1 10	4,865 0 0
	St. Peter's Boys' High School	1	8	22	30	32	27	2,500	...	...	1,371	...	3,765	150	7,786	243 5 0	78 2 0	2,475 0 0
	St. Mary's Institution ...	1	41	246	287	275	243	5,272	...	...	6,409	...	...	4,400	16,081	58 7 7	19 12 9	3,667 0 0
	Bombay Education Society's School.	1	41	130	171	151	135	5,078	...	...	2,427	...	3,227	5,964	18,696	110 9 1	33 10 1	3,000 0 0
	The Scottish High School ...	1	24	91	115	121	101	4,653	...	...	5,961	...	955	2,657	14,226	111 12 0	38 7 3	4,653 0 0
	John Connon do. ...	1	23	63	86	90	77	2,765	...	...	5,649	...	...	1,686	10,100	112 3 7	30 11 7	2,765 0 0
Poona ...	Taylor High School	1	25	108	133	135	119	1,826	...	...	6,220	...	60	6,176	14,282	105 12 8	13 8 5	1,298 0 0
	Bishop's do. ...	1	26	59	85	84	76	3,894	...	...	6,073	...	330	1,683	11,780	140 3 10	43 15 7	3,694 0 0
	Total ...	8	240	835	1,075	1,044	918	30,653	...	...	42,350	...	9,214	26,359	1,08,576	104 0 0	29 5 9	26,417 0 0
	English Teaching.																	
Bombay ...	Antonio DeSilva's School, Dádar.	1	11	287	298	254	210	1,545	...	...	2,809	...	...	5,210	9,564	37 10 5	6 1 4	1,545 8 0
	St. Xavier's High School, Esplanade.	1	139	1,211	1,350	1,323	1,156	8,807	...	...	38,570	...	...	4,153	51,530	38 15 2	6 10 6	8,807 0 0
Poona ...	St. Vincent's High School...	1	54	267	321	318	272	2,344	...	...	6,212	...	33	957	9,546	30 0 4	7 5 7	2,344 0 0
Karáchi ...	St. Patrick's School ...	1	24	225	249	248	224	1,933	...	210	6,044	...	695	4,175	13,057	52 10 5	7 11 5	1,996 8 0
	Total ...	4	228	1,990	2,218	2,143	1,862	14,629	...	210	53,635	...	728	14,495	83,697	39 0 11	6 13 3	14,693 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED—*contd.*																	
	Anglo-Vernacular.																	
Bombay ...	Ismelite High School ...	1	27	46	73	67	65	1,880	...	...	300	...	3,189	283	5,652	84 5 9	28 0 11	1,900 0 0
	Wilson do. ...	1	132	109	241	230	190	2,260	...	...	4,753	...	...	10,126	17,144	74 8 8	9 13 3	2,260 0 0
	Robert Money Institution...	1	103	74	177	184	156	1,803	...	...	3,503	...	6,104	...	11,410	62 0 2	9 12 9	1,802 8 0
	Anjuman-i-Islam	1	77	136	213	198	164	6,000	...	...	1,129	...	180	149	7,449	37 9 11	30 4 10	6,000 0 0
	Byramji Jijibhoy Pársi Charitable.	1	103	119	225	222	199	2,562	...	...	633	...	...	9,069	12,264	55 3 11	11 8 8	2,562 8 0
	Sir J. J. Pársi Benevolent Institution.	1	172	205	377	360	325	3,377	...	...	576	...	4,202	8,966	17,121	47 8 11	9 6 1	3,377 0 0
	A. M. High School	1	37	70	107	93	82	825	...	...	58	...	6,461	...	7,344	78 15 6	8 13 11	825 8 0
	St. John's Night School ...	1	70	17	87	75	51	100	...	...	404	...	360	612	1,476	19 10 11	1 5 4	100 0 0
Poona ...	New English School ...	1	170	57	227	258	224	4,293	...	...	4,962	...	73	3,048	12,376	47 15 6	16 10 3	4,293 0 0
	Poona Native Institution ...	1	152	69	221	251	227	3,736	...	...	3,461	...	3,400	555	11,152	44 6 11	14 14 2	3,736 0 0
	Private English School, Junnar	1	64	49	113	113	96	...	...	200	2,462	...	...	287	2,949	26 1 7	...	.....
Nagar ...	A. M. High School... ...	1	80	87	167	167	137	3,000	...	...	1,413	...	3,947	...	8,360	50 0 11	17 15 5	3,000 0 0
	Edn. Society's High School.	1	195	...	195	169	148	1,930	...	1,000	3,620	...	...	642	7,183	42 8 1	11 5 10	1,920 8 0
	S. P. G. Mission High School.	1	26	47	73	65	62	735	...	...	326	...	355	1,574	2,990	46 0 0	11 4 11	735 8 0
Sátára ...	Wái English School ...	1	39	41	80	139	108	1,232	...	180	1,142	...	1,220	...	3,774	27 2 5	8 13 10	1,231 10 8
Ahmedadad.	Ahmedabad Mission ...	1	154	122	276	259	216	3,162	...	...	4,296	...	...	1,395	8,853	34 2 11	12 3 4	3,162 0 0
	Do. Private... ...	1	552	354	906	799	671	...	...	1,200	10,315	...	...	...	11,515	14 6 7	...	.....
Surat	Surat Mission	1	229	198	427	411	341	4,308	...	...	6,696	...	...	5,145	16,149	39 4 8	10 7 9	4,308 8 0
Belgaum ...	London Mission High School	1	156	118	274	232·2	192·2	3,101	...	...	3,289	...	...	2,563	8,953	38 9 5	13 5 10	3,702 0 0
Dhárwár ...	Basel Mission do. ...	1	105	65	170	154	121·8	1,423	...	...	1,902	...	213	5,843	9,381	60 14 7	9 3 10	1,377 0 0
Ratnágiri ...	S. P. G. Mission High School, Dápoli.	1	51	30	81	90·8	93·5	2,218	...	...	2,202	...	...	1,800	6,220	69 1 9	24 10 3	3,213 8 0
Kolába ...	Free Church Mission High School, Alibág.	1	53	86	139	136·5	106·4	1,593	...	...	2,069	...	...	1,289	4,951	36 6 5	11 11 5	1,556 0 0
Kolhápur ...	Kolhápur	1	127	86	213	286	255	...	...	60	3,132	...	72	... 5,205	3,264	11 6 7	...	.....
Karáchi ...	Church Mission High School.	1	66	105	171	196	139	1,509	...	350	2,493	...	...		9,557	48 12 2	7 11 2	1,509 0 0
	Sind Madressah	1	63	116	179	170	134	4,013	4,077	5,350	1,008	6,000	...	1,265	21,713	127 11 7	23 9 1	6,000 0 0
Hyderabad .	Church Mission High School.	1	...	...	...	100	76	2,098	...	...	970	...	718	2,200	5,986	79 13 9	20 15 8	2,037 10 8
	Navalrai Hiranand Academy.	1	...	...	...	530	459	5,430	...	...	10,890	...	...	...	16,320	30 12 8	10 3 11	5,412 0 0
	Total ..	27	3,006	2,406	5,412	5,955	5,028	62,579	4,077	8,340	78,000	6,000	30,494	62,016	2,51,506	42 3 9	10 8 2	66,081 13 4
	UNAIDED.																	
	European and Eurasian.																	
Abu	Abu, B. B. & C. I. Railway .	1	4	57	61	68	67				Figures	are not	availa-	ble for	want of	Return.		
	Anglo-Vernacular.																	
Bombay ...	Esplanade High School ...	1	138	177	315	292	259	...	...	...	6,840	...	350	120	7,310	25 0 7	...	.....
	Proprietary and Fort High School, Chandanwadi.	1	56	90	146	130	107	...	...	...	5,428	...	...	1,617	7,045	54 3 1	...	.....
	Fort and Proprietary High School, Elphinstone Circle.	1	404	364	768	793	699	...	...	...	24,612	...	...	2,711	27,323	34 0 3	...	.....
	Ripon High School	1	41	37	81	67	53	...	...	...	1,011	...	...	...	1,011	15 1 5	...	.....
	Marátha do.	1	18	29	47	75	60	...	...	...	2,111	...	...	...	2,111	28 2 4	...	.....
	Goculdás Tejpál High School.	1	208	...	208	226	201	...	...	...	5,061	...	...	6,076	11,137	50 9 11	...	.....
	New High School, Hornby Road.	1	606	751	1,357	1,361	1,218	...	...	...	45,713	...	...	810	46,523	34 2 11	...	.....
	J. N. Petit Pársi Orphanage, Parel.	1	26	107	133	123	115	...	...	...	390	...	510	6,821	7,721	62 12 4	...	.....
	Aryan Edn. Society's High School. Girgaon.	1	33	206	537	66	535	...	...	...	12,855	...	200	...	13,061	19 11 8	...	.....
	The Union High School, Khetwadi.	1	104	114	218	279	223	...	...	...	8,127	...	...	...	8,127	29 2 0	...	.....
	Proprietary and Fort High School, Gawalia Tank.	1	101	256	357	315	255	...	...	...	12,831	...	...	...	12,831	40 11 9	...	.....
Poona	Nutan Maráthi Vidyálaya ...	1	194	267	461	550	489	...	...	...	6,081	...	...	1,255	7,336	13 5 5	...	.....
Sátára ...	English Maráthi School ...	1	35	35	70	70	6	...	...	...	600	...	...	...	600	8 9 2	...	.....
	Deccan Edn. Society's N. E. School.	1	88	110	198	213	188	...	...	...	2,855	...	...	1,397	4,252	19 15 4	...	.....
Surat ...	Union High School	1	219	213	432	417	317	...	...	...	6,501	...	...	63	6,564	15 11 10	...	.....
	English School	1	181	204	385	339	292	...	...	...	5,522	...	28	1,040	6,590	19 7 0	...	.....
	Avabai High School, Bulsar.	1	105	...	105	97	78	...	...	...	2,352	...	...	1,585	3,937	40 9 5	...	.....
Abu	Abu Road, Kharadi	1	38	38	76	79	65	...	...	...	1,501	...	...	434	1,935	24 7 11	...	.....
Ahmedabad.	Aryan High School	1	60	341	401	378	330	...	...	...	3,302	...	...	406	3,708	9 12 11	...	.....
	Native Institution	1	84	69	153	118	97	...	...	...	1,320	...	...	137	1,457	12 5 7	...	.....
Dhárwar ...	Victoria High School, Dhárwár.	1	114	130	244	270	201	...	...	...	3,074	...	67	365	3,506	12 15 9	...	.....
Hyderabad ...	Nava Vidyalaya	1	...	...	...	381	348	...	...	...	9,402	...	65	968	10,435	27 6 3	...	.....
	Total ...	22	3,154	3,538	6,692	7,234	6,100	...	...	...	1,67,489	...	1,226	25,805	1,94,520	26 14 3	...	.....
	Grand Total, High Schools...	105	13,687	11,732	25,419	26,324	22,583	2,61,060	7,038	14,167	5,99,769	1,63,648	42,036	1,36,896	12,29,674	46 11 5	9 14 8	1,07,101 13 4

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Bombay ...	Elphinstone Middle School .	1	...	521	521	468	423	4,371	...	...	12,991	...	...	...	17,362	37 4 11	9 5 5	.....
Poona... ...	Camp School	1	...	90	90	86	77	2,904	...	...	1,673	...	...	...	4,577	53 3 6	33 12 3	.....
Ahmedabad ...	Ahmedabad	1	...	206	206	216	199	1,215	...	...	3,239	...	...	...	4,454	20 9 11	5 10 0	.....
Surat	Surat	1	...	213	213	211	185	1,788	...	1,260	3,116	...	...	...	6,164	29 3 5	8 7 7	.....
Aden ...	Residency Crater English School.	1	...	50	50	45·5	43·6	1,598	...	86	719	...	...	...	2,403	53 6 5	35 8 2	.....
	Residency Tawahi English School.	1	...	18	18	19·5	15·2	631	...	87	372	...	...	...	1,090	57 5 10	33 3 4	.....
	Total ...	6	...	1,098	1,098	1,045	942	12,507	...	1,433	22,110	...	...	...	36,050	34 8 0	11 15 6	.....
	Local Board.																	
Khándesh ...	L. B. School, Ráver... ...	1	...	27	27	27	22	...	99	...	180	...	...	...	279	10 5 4	...	.....
Thána... ...	Second Grade...	...	...	...	...	...	...	...	68	...	176	...	...	...	244	...	...	.....
Kánara ...	Do.	2	...	68	68	65·3	59·1	...	...	...	628	...	...	...	628	9 10 7	...	.....
Dhárwár ...	Do.	1	Remained closed on account of plauge.			7·7	6·5	...	104	...	46	...	...	...	150	21 6 9	...	.....
Hyderabad ...	Anglo-Vernacular School, Tharusháh.	1	20	76	96	89	78	...	490	...	1,174	...	...	...	1,664	18 11 2	...	.....
	Total ...	5	20	171	191	189	165	...	761	...	2,204	...	...	...	2,965	15 11 0	...	.....
	Municipal.																	
Bombay ...	Second Grade Schools ...	5	...	162	162	150	127	...	...	1,467	1,221	...	...	...	2,688	17 14 9	...	.....
Poona ...	A.-V. School, Bárámati ...	1	7	41	48	36	30	...	...	212	143	...	...	...	355	9 13 9	...	.....
	Do. Lánouli ...	1	...	14	14	16	13	...	...	132	108	...	...	...	240	15 0 0	...	.....
Sátára ...	A.-V. School, Ashta ...	1	...	8	8	10	6	...	...	52	32	...	...	...	84	8 6 5	...	.....
	Do. Islámpur ...	1	...	13	13	16	13	...	...	129	51	...	...	...	180	11 4 0	...	.....
	Do. Vitta ...	1	...	10	10	13	12	...	...	109	...	...	...	...	109	8 6 2	...	.....
	Do. Karád ...	1	...	20	20	22	16	...	...	92	78	...	...	...	170	7 11 8	...	.....
	Do. Tásgaon ...	1	...	13	13	15	11	...	...	137	42	...	...	...	179	11 14 11	...	.....
Sholápur ...	A.-V. School, Bársi	1	18	42	60	59	55	302	...	585	824	...	...	...	1,711	29 0 0	5 1 11	302 0 0
	Second Grade A.-V. School, Karmála.	1	...	16	16	14	12	...	...	121	59	...	...	...	180	12 2 3	...	.....
Ahmednagar..	A.-V. School, Sangamner ...	1	49	49	98	96	87	563	...	312	1,247	...	...	...	2,122	22 1 8	5 3 10	563 0 0
Násik ...	A.-V. School, Málegaon ...	1	...	38	38	30	28	152	...	35	350	...	...	...	537	17 10 10	5 1 0	152 0 0
	Do. Násik ...	1	...	15	15	12	9	...	...	135	45	...	...	...	180	15 0 0	...	.....
	Do. Sinnar ...	1	...	7	7	13	8	58	...	...	99	...	...	...	157	12 1 3	4 7 5	58 0 0
	Do. Yeola ...	1	30	28	58	48	40	335	...	139	513	...	...	...	987	20 9 0	6 5 8	335 0 0
	Do. Igatpuri ...	1	...	24	24	21	13	26	...	192	135	...	...	...	353	16 12 6	1 3 10	26 0 0
Khándesh ...	A.-V. School, Amalner ...	1	...	23	23	22	18	...	...	201	119	...	...	...	320	14 8 9	...	.....
	Do. Bhusáwal ...	1	27	46	73	91	80	578	...	...	822	...	168	52	1,620	17 12 10	6 5 8	578 0 0
	Do. Jalgaon ...	1	17	58	75	77	70	...	...	856	506	...	...	...	1,362	17 11 0	...	.....
	Do. Nandurbár ...	1	...	21	21	26	20	...	...	220	168	...	...	...	388	14 14 9	...	.....
	Do. Bhadgaon ...	1	8	28	36	44	32	320	...	40	516	...	...	4	880	20 0 0	7 4 4	320 5 4
	Do. Yáwal ...	1	29	37	66	62	50	466	...	18	865	...	...	...	1,349	21 12 2	7 8 3	466 5 4
	Do. Faizpur ...	1	7	28	35	50	41	...	...	175	531	...	...	...	706	14 1 11	...	.....
	Do. Shirpur ...	1	...	28	28	27	24	...	...	214	210	...	...	...	424	15 11 3	...	.....
	Do. Sawada ...	1	...	20	20	16	12	...	...	50	126	...	...	...	176	11 0 0	...	.....
Ahmedabad..	Viramgám	1	33	95	128	108	95	603	...	329	1,488	...	...	...	2,420	22 6 6	5 9 4	603 0 0
	Dholka...	1	13	40	53	46	40	294	...	15	600	...	...	2	911	19 12 10	6 6 3	294 0 0
	Dholera	1	4	27	31	21	19	161	...	115	223	...	...	9	508	24 3 1	7 10 8	161 0 0
	Dhanduka	1	17	33	50	46	38	403	...	517	654	...	...	...	1,574	34 3 6	8 12 2	403 8 0
	Parántij	1	5	17	22	26	21	108	...	83	324	...	...	...	515	19 12 11	4 2 6	106 8 0
	Sánand...	1	7	17	24	24	18	150	...	235	271	...	...	...	656	27 5 4	6 4 0	159 0 0
Kaira ...	Kaira	1	25	67	92	86	71	521	...	140	1,277	...	...	7	1,945	22 9 10	6 0 11	521 0 0
	Kapadvanj	1	7	47	54	50	43	336	...	63	655	...	...	...	1,054	21 1 3	6 11 6	336 0 0
	Mehmadabad	1	11	49	60	59	51	357	...	...	829	...	...	1	1,187	20 1 11	6 0 10	357 0 0
Panch Mahals.	Dohad	1	...	8	8	12	9	153	...	159	124	...	...	...	436	36 5 4	12 12 0	153 0 0
Broach ...	Anklesvar	1	17	33	50	54	46	565	...	298	776	...	...	...	1,639	30 5 8	10 7 5	565 8 0
	Jambusar	1	13	35	48	55	48	206	...	223	896	...	...	...	1,325	24 1 7	3 11 11	206 8 0
Thána ...	Bassein...	1	11	14	25	35	28	186	...	240	445	...	...	2	873	24 1 5	5 5 0	186 0 0
Deesa Camp...	Deesa Camp	1	8	28	36	35	26	329	..	345	444	...	...	...	1,118	31 15 1	9 3 5	.....
Belgaum ...	Athni	1	12	22	34	45·3	41·2	620	...	177	638	...	...	...	1,435	31 14 2	13 12 5	639 0 0
	Gokák	1	12	49	61	30·	24·8	454	...	623	497	...	...	11	1,585	52 13 4	15 2 1	513 8 0
	Saundatti	1	(closed owing to plague.)			20·6	16 5	...	...	297	83	...	...	...	380	19 0 0	...	.....
Dhárwár ...	Hubli	1	52	125	177	122·8	107 6	860	...	1,093	1,842	...	...	...	3,795	31 1 8	7 0 9	860 0 0
	Gadag	1	33	54	87	76·3	89·7	682	...	1,218	1,121	...	...	...	3,021	39 12 0	8 15 0	682 0 0
	Háveri	1	...	17	17	20·9	19·1	146	...	288	177	...	...	...	611	30 8 9	7 4 9	146 0 0
	Ránebennur	1	(closed owing to plague).			19·8	16·6	205	...	116	253	...	...	...	574	30 3 4	10 12 7	206 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR—*contd.*																	
	Municipal—continued.																	
Bijápur ..	Bágalkot	1	46	84	130	91·6	91·4	573	...	332	1,567	...	...	...	2,472	27 2 7	6 4 9	573 0 0
Kánara ...	Kumta	1	68	31	99	85·	69·2	735	...	481	1,221	...	...	4	2,441	28 11 5	8 10 4	735 8 0
	Sirsi	1	(closed owing to plague).			41·8	37·3	544	...	790	471	...	...	...	1,805	44 0 4	13 4 3	544 0 0
	Bhatkal	1	...	13	13	17·	16·6	...	...	53	163	...	...	...	216	12 11 3	...	.....
Ratnágiri ...	Vengurla	1	40	65	105	99·1	86·2	683	...	56	1,460	...	...	...	2,499	25 5 7	9 14 10	1,038 0 0
Kolába ...	Panvel	1	13	50	63	58·	47·7	523	...	347	672	...	...	...	1,542	26 9 4	9 0 3	523 0 0
	Pen	1	67	79	146	179·7	147·9	812	...	123	1,982	...	...	3	2,920	16 5 0	4 8 7	812 0 0
	Mahád	1	45	72	117	105·6	92·4	601	...	144	1,471	...	...	...	2,216	21 1 8	5 14 7	854 8 0
	Uran	1	2	10	12	10·	8·	...	...	300	...	...	...	...	300	30 0 0	...	.....
Karáchi ...	Tatta	1	44	88	132	112	96	1,019	130	576	1,383	...	...	...	3,108	27 12 0	9 1 6	1,019 0 0
	Kotri	1	7	39	46	38	32	428	...	702	412	...	...	1	1,543	40 9 8	11 4 2	428 8 0
	Sehwán	1	44	122	166	121	102	884	135	...	1,069	...	...	...	2,088	17 4 1	7 4 11	1,051 0 0
Sukkur ...	Lárkhána	1	88	79	167	171	145	1,063	152	1,404	2,377	...	...	...	4,996	29 3 6	6 3 6	1,063 8 0
	Sukkur (New)	1	71	109	180	161	134	1,934	...	1,138	2,946	...	...	1	6,019	29 5 5	9 6 11	2,069 0 0
	Sukkur (Old)	1	...	62	62	44	37											
	Rohri	1	76	138	214	190	166	963	...	373	3,107	...	...	...	4,443	23 6 2	5 1 1	963 0 0
	Kambar	1	24	34	58	55	47	...	...	386	661	...	...	...	1,047	19 0 7	...	.....
	Ratodero	1	...	26	26	23	22	...	...	306	66	...	...	...	372	16 2 9	...	.....
	Total ...	68	1,107	2,667	3,774	3,581	3,073	21,201	417	19,708	43,455	...	168	97	85,046	23 11 11	5 14 9	21,566 2 8
	Native States.																	
Bhor State ...	Anglo-Vernacular School, Shirwal.	1	...	13	13	11	7	...	102	...	57	...	...	...	159	14 7 3	...	.....
Sholápur ...	Akalkot	1	21	63	84	59	54	...	...	...	257	1,743	...	...	2,000	33 14 4	...	.....
Rewa Kántha.	Lúnávada	1	7	40	47	40	33	...	...	...	313	513	...	...	856	21 6 5	...	.....
	Bálásinor	1	19	60	79	64	56	...	...	...	282	438	...	...	720	11 4 0	...	.....
	Devgadh	1	...	...	...	10	8	...	...	...	24	220	...	...	244	24 6 5	...	.....
	Mándva	1	...	18	18	26	20	...	...	...	62	210	...	...	272	10 7 5	...	.....
	Udepur	1	...	13	13	13	8	...	...	...	...	241	...	...	241	18 8 7	...	.....
	Virpur	1	...	19	19	15	14	...	...	...	22	52	...	...	74	4 14 11	...	.....
Rádhanpur ...	Rádhanpur	1	10	31	41	34	28	...	...	...	122	1,040	...	...	1,162	34 2 10	...	.....
Mahi Kántha.	I'dar	1	7	36	43	39	27	...	...	...	27	586	...	...	613	15 11 6	...	.....
	Sádra Scott College ...	1	5	27	32	33	20	...	...	...	1,560	...	...	1,765	3,325	100 12 1	...	.....
	Mánsa	1	11	32	43	31	25	...	...	...	99	289	...	...	388	12 8 3	...	.....
	Sádra Bazár Fund	1	5	29	34	31	24	...	...	...	105	175	...	...	280	9 0 6	...	.....
Cutch ...	Mándvi	1	...	...	...	47	37	...	...	...	158	1,151	...	28	1,337	28 7 2	...	.....
	Bhúj	1	...	196	196	180	136	...	...	...	767	1,406	...	8	2,181	12 1 10	...	.....
	Anjar	1	...	33	33	17	33	...	...	...	54	140	...	...	194	11 6 7	...	.....
Surat Agency	Bánsda	1	12	29	41	32	36	...	...	...	144	997	...	...	1,141	35 10 6	...	.....
	Dharampur	1	8	36	44	43	29	...	...	...	54	1,070	...	2	1,126	26 3 0	...	.....
	Dumas	1	...	35	35	25	22	...	...	...	108	125	...	15	248	9 14 9	...	.....
Káthiáwár ...	Wadhwán Tálukdári Girasia School.	1	16	47	63	62	55	...	...	...	11,166	...	...	...	11,166	180 1 6	...	.....
	Muli	1	...	33	33	27	21	...	...	...	74	649	2	...	725	26 13 7	...	.....
	Wadhwán Camp	1	43	78	121	112	97	...	...	839	1,256	1,200	...	...	3,295	29 6 11	...	.....
	Jetpur	1	33	97	130	115	93	...	...	...	464	1,523	...	...	1,987	17 4 5	...	.....
	Mendarda	1	...	10	10	9	7	...	...	...	32	206	...	...	238	26 7 1	...	.....
	Bagasara	1	6	21	27	29	23	...	...	...	213	453	...	...	666	22 15 5	...	.....
	Bilkha	1	3	22	25	19	15	...	...	...	105	310	...	...	415	21 13 6	...	.....
	Bántwa	1	...	11	11	9	8	...	...	...	29	261	...	...	290	32 3 7	...	.....
	Manavadar	1	...	16	16	8	5	...	...	...	...	236	...	...	236	29 8 0	...	.....
	Lathi	1	12	22	34	31	25	...	...	...	83	896	5	...	984	31 11 10	...	.....
	Songadh	1	...	7	7	11	9	...	...	...	110	246	...	...	356	32 5 10	...	.....
	Máliya, Second Grade ...	1	...	5	5	9	6	...	...	...	26	368	16	...	410	45 8 11	...	.....
	Khakhrechi, Second Grade...	1	...	3	3	3	2	...	...	...	6	110	...	...	116	38 10 8	...	.....
	Vala	1	...	41	41	30	25	...	...	...	95	612	3	...	710	23 10 8	...	.....
	Junágadh Mohobat Madresa.	1	15	50	65	54	39	...	...	...	...	4,419	...	...	4,419	81 13 4	...	.....
	Verával	1	16	90	106	67	53	...	...	...	190	1,161	2	4	1,357	20 4 1	...	.....
	Una	1	9	33	42	27	22	...	...	...	87	1,147	...	...	1,234	45 11 3	...	.....
	Mangrol	1	28	90	118	116	103	...	...	...	672	825	...	...	1,497	12 14 6	...	.....
	Khambhalia	1	6	57	63	45	38	...	...	...	140	1,067	...	...	1,207	26 13 2	...	.....
	Jodiya	1	...	18	18	25	22	...	...	...	48	466	...	...	514	20 9 0	...	.....
	Bhauwad	1	...	27	27	25	21	...	...	...	69	352	...	...	421	16 13 5	...	.....
	Navánagar Night School ...	1	...	41	41	28	17	...	...	...	37	180	...	...	217	7 12 0	...	.....
	Bhávnagar	1	...	382	382	373	315	...	...	...	3,457	3,868	...	...	7,325	19 10 2	...	.....
	Mahuva	1	47	186	233	191	163	...	...	...	1,516	1,269	...	...	2,785	14 9 4	...	.....
	Sihor	1	9	94	103	84	68	...	...	...	565	1,064	...	...	1,629	19 6 3	...	.....
	Kundla	1	8	37	45	43	45	...	...	...	289	986	...	...	1,275	29 10 5	...	.....
	Botad	1	8	37	45	47	41	...	...	...	296	832	15	...	1,143	24 5 1	...	.....
	Porbandar	1	22	53	75	124	98	...	...	...	871	2,858	...	...	3,729	30 1 2	...	.....
	Adhoi	1	...	12	12	11	8	...	...	...	16	187	...	...	203	18 7 3	...	.....
	Dhrángadhra	1	26	94	120	99	90	...	...	...	732	1,776	...	...	2,508	25 5 4	...	.....
	Dhoráji	1	9	65	74	73	54	...	...	...	206	1,459	5	30	1,700	23 4 7	...	.....
	Limbdi	1	54	138	192	183	154	...	...	...	881	2,940	...	...	3,821	20 14 1	...	.....
	Dhrol	1	...	38	38	34	27	...	...	...	132	456	...	...	588	17 4 8	...	.....
	Pálitána	1	7	44	51	44	33	...	...	...	92	1,077	...	...	1,169	26 9 1	...	.....
	Vánkáner	1	50	83	133	121	97	...	...	...	380	2,002	26	...	2,408	19 14 5	...	.....
	Rájkot	1	...	216	216	244	199	...	...	...	2,585	4,855	...	10	7,450	30 8 6	...	.....
	Sardhar	1	...	11	11	15	13	...	...	...	42	401	...	...	443	29 8 6	...	.....
	Nágnesh, Second Grade ...	1	7	13	20	17	12	...	...	...	12	460	...	...	472	27 12 3	...	.....
	Jafrabad	1	...	30	30	27	21	...	...	...	155	415	...	...	570	21 1 9	...	.....

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High Schools.	In Middle Schools.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—contd.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	ANGLO-VERNACULAR—contd.																	
	Native States—continued.																	
Sávantvádi Agency.	Second Grade Schools... ...	5	...	63	63	67·3	53·9	...	...	...	317	49	...	...	366	5 7 5	...	.....
Kolhápur Agency.	Ichalkaranji	1	25	34	59	50·1	40·6	...	...	...	282	1,912	...	...	2,194	43 13 8	...	.....
	Kágal	1	*	*	*	34·5	67·4	...	...	...	268	2,247	...	...	2,515	29 13 10	...	.....
	Second Grade Schools... ...	10	...	185	185	191·7	169·5	...	...	...	551	1,966	...	...	2,517	13 2 10	...	.....
Southern Maratha Agency.	Miraj, Second Grade	4	...	46	46	52·1	38·1	...	...	...	29	1,051	...	...	1,080	20 12 3	...	.....
	Sháhápur School (Sángli State).	1	24	53	77	58	55	...	...	1,000	398	873	...	...	2,271	37 6 11	...	.....
	Sángli, Second Grade	2	...	98	98	92	75	...	...	420	121	1,140	...	...	1,681	18 4 4	...	.....
	Mudhol School	1	18	49	67	67·3	60·4	...	933	...	351	355	...	...	1,639	24 7 8	...	.....
	Rámdurg do.	1	17	59	76	75·8	68·1	...	...	...	55	2,283	...	...	2,338	34 2 9	...	.....
	Kurundvád do.	1	25	41	66	71·1	43·7	...	...	...	100	1,719	...	...	1,819	25 9 7	...	.....
	Do. Second Grade ...	2	...	9	9	8	4·8	...	...	...	5	302	...	...	307	38 6 0	...	.....
	Jath	1	7	38	45	34	25	...	...	...	71	373	...	...	444	13 0 11	...	.....
	Jamkhandi, Second Grade ...	1	...	30	30	36·4	28·4	...	...	...	17	607	...	...	624	17 5 4	...	.....
Dhárwár Agency.	Sávanúr	1	9	25	34	50·6	40·3	...	...	...	278	1,621	...	...	1,899	37 15 8	...	.....
Khairpur Territory.	Kot Deji	1	...	4	4	4	4	...	...	...	...	2,074	...	...	2,074	518 8 0	...	.....
	Khairpur...	1	5	42	47	46	38	...	...	...	...	270	...	...	270	5 13 11	...	.....
	Bhurgri	1	12	24	36	32	30	...	...	...	...	150	...	...	150	4 11 0	...	.....
	Total ...	93	681	3,862	4,543	4,361	3,608	...	1,035	2,259	34,187	73,010	74	1,862	1,12,427	25 12 6	...	.....
	AIDED.																	
	European and Eurasian.																	
Bombay ...	Scottish Orphanage, Máhim...	1	8	49	57	56	53	2,808	...	...	150	...	10,061	7,267	20,286	362 4 0	50 2 3	1,843 0 0
	Indo-British Institution ...	1	3	49	52	43	39	1,290	...	...	602	...	2,449	871	5,212	121 3 4	30 0 0	761 0 0
	St. Isabella Sch., Mhátárpákhádi.	1	...	40	40	32	27	282	...	...	207	...	144	215	848	26 8 0	8 13 0	281 8 0
Sholápur ...	G. I. P. Ry. School, Sholápur.	1	...	27	27	22	17	332	...	...	198	...	...	1,687	2,217	100 12 4	15 1 5	332 0 0
	Do. Shahabad.	1	...	7	7	14	12	236	...	...	148	...	...	1,094	1,478	105 9 2	15 13 9	236 0 0
Násik	Do. Igatpuri...	1	6	66	72	68	59	1,153	...	...	663	...	...	3,414	5,230	76 14 7	16 15 4	1,153 0 0
Khándesh ...	Do. Bhusával .	1	...	43	43	47	35	410	...	...	449	...	...	3,099	3,958	84 3 5	8 11 7	410 0 0
Abu	Abu Lawrence Asylum ...	1	...	78	78	77	74	†2,301	...	...	4,553	...	1,820	3,400	12,074	156 12 11	29 14 2	.....
Dhárwár ...	S. M. Railway School, Hubli.	1	...	48	48	48	32	227	...	...	388	...	...	815	1,430	29 12 8	4 11 8	227 0 0
Belgaum ...	St. Mary's School, Belgaum ...	1	...	35	35	24·6	24·9	471	...	...	662	...	533	1,035	2,701	112 8 8	19 10 0	471 0 0
Sukkur	E. E. School, Sukkur	1	...	11	11	11	8	292	...	240	255	...	...	748	1,535	139 8 9	26 8 9	292 0 0
Karáchi ...	Do. Manora	1	...	38	38	36	33	536	...	...	1,673	...	...	898	3,107	86 4 11	14 14 3	536 0 0
	Do. Kotri	1	...	7	7	15	10	263	...	100	392	...	17	699	1,471	98 1 1	16 3 2	263 0 0
Aden	St. Francescan Mission English School.	1	...	14	14	...	...	86	...	...	...	...	...	...	86	...	...	.....
	The Marist Brothers' Mission English School.	1	...	42	42													
	Total ...	15	17	554	571	493	423	10,687	...	340	10,340	...	15,024	25,242	61,633	125 0 3	21 10 10	6,805 8 0
	English Teaching.																	
Bombay ...	Barett's School, Cavel ...	1	...	67	67	58	48	705	...	...	220	...	...	1,464	2,389	41 3 0	12 2 6	705 0 0
	St. Joseph's Sch., Umarkhádi.	1	...	56	56	49	41	471	...	...	367	...	727	122	1,687	34 6 10	9 10 1	470 8 0
	St. Mary's Institution ...	1	...	222	222	214	191	3,147	...	...	3,828	...	...	3,613	10,588	49 7 7	14 11 3	3,147 0 0
Poona ...	R. C. School, Lánoli	1	...	49	49	38	32	240	...	...	229	...	...	682	1,151	30 4 8	6 5 1	240 0 0
	Orneli's School, Poona ...	1	...	84	84	101	70	1,145	...	...	1,452	...	1,331	...	3,928	38 14 3	11 5 5	1,145 0 0
Ahmednagar ...	St. Ann's Catholic School ...	1	2	62	64	70	56	207	...	...	892	...	...	1,679	2,778	39 11 10	2 12 5	207 0 0
Násik	St. Joseph's School, Igatpuri.	1	...	55	55	42	36	361	...	...	538	...	...	455	1,354	32 3 10	8 13 4	361 0 0
Khándesh ...	R. C. School, Bhusával ...	1	...	60	60	62	46	573	...	...	659	...	...	1,430	2,662	42 15 0	9 3 10	381 8 0
Thána	St. Stanislau's Institution, Bándora.	1	...	697	697	626	595	7,185	...	...	4,844	...	...	6,743	18,772	29 15 10	11 7 8	5,690 8 0
Camp Bándora...	Anglo-Indian	1	...	35	35	31	22	840	...	...	606	840	156	129	2,571	82 15 0	27 1 7	.....
Káthiáwár ...	Jetalsar Railway School ...	1	...	6	6	6	5	86	...	...	129	...	...	829	1,044	174 0 0	14 5 4	.....
Belgaum ...	RomanCatholic Convent School	1	1	59	60	63	55·7	712	...	...	336	...	...	1,311	2,359	37 7 1	11 4 9	711 8 0
Dhárwár ...	St. Mary's School, Hubli ...	1	8	168	176	147·8	123·4	500	...	...	507	...	607	990	2,604	17 11 5	3 6 7	500 8 0
	Total ...	13	11	1,620	1,631	1,507	1,321	16,173	...	...	14,607	840	2,820	19,447	53,887	35 12 1	10 11 9	13,559 8 0
	Anglo-Vernacular.																	
Bombay ...	Parbhu Seminary, Thákurdwár.	1	...	48	48	65	53	221	...	...	522	...	...	...	743	11 6 11	3 6 5	221 5 4
	Framji Nasarwanji A.-V. Schl.	1	...	75	75	73	63	598	...	...	322	...	30	863	1,813	24 13 4	8 3 1	598 0 0
	General Edu. Institute, Dádar.	1	21	87	108	150	126	1,137	...	...	2,113	...	...	231	3,481	23 3 4	7 9 3	1,137 0 0
	A.-V. portions of Night Schls.	7	...	63	63	89	42	...	...	28	187	...	140	154	509	5 11 6	...	.....
	Antonio DeSouza's School, Mazgaon.	1	...	103	103	99	75	446	...	...	345	...	...	960	1,751	17 11 0	4 8 1	446 0 0
	St. John's Native Union A.-V. School, Umarkhádi.	1	3	7	10	10	8	136	...	...	43	...	...	954	1,133	113 4 10	13 9 7	135 8 0

* Remained closed owing to plague.
† Paid from Imperial Funds.

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED—*contd.*																	
	Anglo-Vernacular—contd.																	
Poona... ...	Methodist Episcopal Boys' School, Poona	1	...	9	9	8	5	183	...	...	...	...	300	463	946	118 4 0	22 4 0	182 8 0
	Bárámati Boarding English School	1	3	11	14	12	10	...	...	...	...	...	75	...	75	6 4 0	...	.....
	C. M. Society's A.-V.Sch., Khed	1	9	25	34	25	19	175	...	...	86	...	...	622	883	35 5 1	7 0 0	175 0 0
	A.-V. portion of F. C. M. Industrial School, Poona ...	1	3	16	19	13	11	159	...	...	70	...	...	382	611	47 0 0	12 3 8	159 8 0
	Kirkee Cantonment A.-V. Sch.	1	...	5	5	9	7	77	...	...	70	...	...	32	179	19 14 2	8 8 11	77 0 0
	Poona Camp. Edn. Society's A.-V. School	1	34	60	94	105	84	609	...	...	945	...	370	69	1,993	18 15 8	5 12 10	609 5 4
Sholápur ...	A. M. A.-V. School	1	...	23	23	22	20	162	...	...	16	...	619	...	797	36 3 8	7 5 10	162 0 0
Ahmednagar, ...	Education Society's City School, Nagar	1	...	225	225	210	191	1,386	...	795	451	...	...	...	2,632	12 8 6	6 9 7	1,386 8 0
	C. M. Sy.'s Sch., Málegaon ...	1	5	24	29	24	19	153	...	...	148	...	...	587	888	37 0 0	6 6 0	153 0 0
	Do. Nándgaon ...	1	6	25	31	24	19	102	...	...	154	...	...	479	735	30 10 0	4 4 0	102 0 0
Násik	Do. Manmád ...	1	6	22	28	22	15	117	...	...	132	...	...	523	772	35 1 5	5 5 1	117 0 0
	Do. Sharanpur ...	1	10	25	35	31	28	257	...	...	...	...	...	1,291	1,548	49 15 0	8 4 8	257 0 0
	Pársi Priavate A.-V. School, Igatpuri...	1	4	18	22	21	16	170	...	...	384	...	...	51	605	28 12 11	8 1 6	169 8 0
	Modása	1	5	17	22	20	20	...	...	175	160	...	55	51	441	22 0 10	...	.....
Ahmedabad ...	Anjumani-Jatam, Ahmedabad.	1	...	50	50	55	42	134	...	...	143	...	...	475	752	13 10 9	2 7 0	134 8 0
	Ránpur	1	11	22	33	33	27	236	...	...	373	...	183	...	792	24 0 0	7 2 5	236 8 0
	Gogo	1	7	10	17	16	12	294	...	...	255	...	...	...	549	34 5 0	13 6 0	294 0 0
	Nariád Framji's...	1	...	70	70	120	113	653	...	100	1,519	...	...	560	2,832	23 9 7	5 7 1	652 8 0
Kaira	Thásra	1	18	27	45	44	39	266	...	...	622	...	...	...	888	20 2 11	6 0 9	266 8 0
	A'nand Mission...	1	3	9	12	14	11	295	...	...	169	...	...	451	915	65 5 9	21 1 2	295 8 0
	Borsad do.	1	23	31	54	52	40	466	...	...	511	...	...	534	1,511	29 0 11	8 15 5	466 8 0
	Lok Hitechhu Sabha, Broach...	1	...	168	168	183	146	776	...	...	2,189	...	...	15	2,980	16 4 7	4 3 10	776 0 0
Broach ...	A'mod	1	...	...	...	34	20	106	...	...	188	120	...	4	418	12 4 8	3 1 11	106 8 0
	Hánsot	1	9	18	27	40	31	240	...	...	...	...	590	20	850	21 4 0	6 0 0	240 0 0
	Surat Pársi Panchayat ...	1	47	104	151	143	128	1,124	...	...	157	...	...	1,983	3,264	22 13 2	7 13 9	1,124 0 0
	Chikhli	1	5	22	27	22	15	160	...	...	154	...	...	...	314	14 4 4	7 4 4	160 0 0
	Abráma	1	20	29	49	59	50	319	...	...	466	...	...	...	785	13 3 2	5 6 4	319 8 0
	Párdi	1	...	...	...	19	13	130	...	...	116	...	300	20	566	29 12 8	6 13 6	130 0 0
Surat	Kharsád	1	10	28	38	33	30	256	...	...	386	...	...	55	697	21 1 11	7 12 1	256 0 0
	Ránder	1	16	38	54	52	50	391	...	250	544	...	...	22	1,207	23 3 5	7 8 4	391 0 0
	Bulsár	1	...	131	131	124	103	726	...	...	997	...	...	254	1,977	15 15 1	5 13 8	.....
	Navsári	1	17	72	89	88	63	470	...	...	551	...	...	461	1,482	16 13 5	5 5 5	.....
	Deladva	1	5	23	28	25	20	205	...	...	343	...	84	5	637	25 7 9	8 3 2	205 0 0
	Mándvi	1	2	26	28	22	19	279	...	...	234	...	...	...	513	23 5 1	12 10 11	149 0 0
	Kalyán	1	20	33	53	58	41	680	...	200	682	...	...	625	2,187	37 11 3	11 11 7	680 0 0
Thána... ...	Thána	1	...	69	69	67	55	398	...	...	864	...	...	43	1,305	19 7 8	5 15 1	398 0 0
	Pápdi	1	5	21	26	31	24	335	...	300	271	...	12	58	976	31 7 9	11 2 1	335 0 0
	Bandora	1	5	27	32	28	24	456	...	...	823	...	98	40	1,417	50 9 9	16 4 7	456 8 0
Káthiáwar ...	Jámnagar New English Sch....	1	...	235	235	225	198	...	...	...	2,371	...	...	1,232	3,603	16 0 3	...	.....
	Bhávnagar do. ...	1	72	92	164	135	108	...	...	...	...	...	...	936	936	6 14 11	...	.....
Rátnágiri ...	Ratnágiri...	1	...	186	186	206·6	172·4	701	...	...	1,760	...	...	...	2,461	11 15 1	3 6 5	709 8 0
	Rájápur	1	19	53	72	64·3	59	314	...	...	603	...	...	...	917	14 5 3	4 14 6	313 8 0
	Málwan	1	37	134	171	54·4	54·4	365	...	...	714	...	5	15	1,099	20 5 7	6 12 2	365 8 0
Kolába	Uran	1	...	46	46	44·4	33·9	224	...	144	412	...	...	121	901	20 7 7	5 1 5	224 8 0
Sávantvádi State	Private School, at Pat ...	1	...	16	16	13·4	12·7	...	...	...	50	25	...	...	75	5 12 3	...	.....
	Pársi Virbháiji School... ...	1	...	50	50	40	37	360	...	100	429	...	178	117	1,184	29 9 7	9 0 0	359 8 0
Karáchi ...	Desh Sudhár School	1	...	21	21	25	17	64	...	50	126	...	493	...	733	29 5 1	2 9 0	64 0 0
	Talti School	1	3	22	25	22	20	232	...	...	366	...	79	...	677	30 12 4	10 8 9	242 8 0
	Bhiria School	1	34	65	99	89	79	514	...	...	1,331	...	1,027	263	3,135	35 2 0	5 12 5	514 0 0
Hyderabad ...	New English School	1	....	...	...	97	82	759	...	...	1,313	...	416	...	2,488	25 10 5	7 13 2	960 8 0
	Pad Eden School	1	5	21	26	16	13	221	...	...	379	...	71	221	693	43 5 0	13 13 0	221 0 0
Sukkur	Hopeful Academy Shikárpur...	1	...	124	124	172	100	...	...	480	1,138	...	72	499	2,189	19 8 9	...	.....
Lárkána ...	Lárkána Madressah	1	2	36	38	32	18	...	250	375	14	...	250	41	930	29 1 0	...	.....
	Total, Aided ...	65	504	3,017	3,521	3,570	2,951	19,237	250	2,997	29,711	145	5,447	16,583	74,370	20 13 4	5 6 3	18,126 2 8
	UNAIDED.																	
	European.																	
Bombay	Preparatory School, Appollo Bunder...	1	...	15	15	12	10	...	...	...	162	...	...	...	162	13 8 0	...	.....
	Total ...	1	...	15	15	12	10	...	...	...	162	...	...	...	162	13 8 0	...	.....
	Anglo-Vernacular.																	
	Goculdas Tejpál A.-V. School..	1	...	214	214	214	190	...	...	...	3,630	...	...	443	4,073	19 0 6	...	.....
	Do. Seminary	1	...	121	121	111	78	...	...	...	1,014	...	...	1,331	2,345	21 2 0	...	.....
	Mugbhát Private A.-V. Sch....	1	...	61	61	70	58	...	...	...	515	...	...	...	515	7 5 7	...	.....
Bombay ...	J. D. Khetwádi	1	...	72	72	70	60	...	...	...	...	...	...	1,148	1,148	17 13 3	...	.....
	J. D. Bhendi Bazár	1	...	8	8	5	4	...	...	...	...	...	...	636	636	127 3 2	...	.....
	Khoja Mahomed Habibbhai A.-V. School	1	...	142	142	148	137	...	...	...	...	...	...	...	...	...	...	.....
Poona... ...	Govt. House Estbt. School ...	1	...	6	6	6	5	...	...	...	...	...	...	246	246	41 0 0	...	.....
	A. M. A.-V. School, Shirúr ...	1	...	24	24	23	19	...	...	...	...	...	...	...	...	...	...	.....
Sholápur ...	Free English-Sanskrit School, Pandharpur	1	...	26	26	36	27	...	...	...	...	...	364	228	592	16 9 11	...	.....
	A.-V. School, Sholápur ...	1	...	94	94	78	62	...	...	...	775	...	...	...	775	9 15 0	...	.....
Khándesh ...	Second Grade A.-V. School, Chálisgaon	1	...	10	10	12	11	...	...	...	192	...	...	...	192	16 0 0	...	.....

SUBSIDIARY FORM No. 2—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.* UNAIDED—*continued.* *Anglo-Vernacular*—continued.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs.
Ahmedabad ...	Ahmedabad (Dhalgarwáda) ..	1	59	84	143	131	98	...	...	...	1,825	...	...	677	2,492	19 0 4	...	...
	Sarkhej	1	12	11	23	20	17	...	...	...	365	...	...	...	365	18 4 0	...	...
	Godhavi	1	2	32	34	25	19	...	...	...	...	...	...	288	288	11 8 4	...	...
Cutch	Mándvi (Gokaldas)	1	...	...	...	83	61	...	...	...	130	...	...	1,839	1,969	23 11 7	...	..
Thána ...	Nárgol	1	...	24	24	20	19	...	...	...	125	...	...	11	136	6 12 10	...	...
	Umbargaon	1	13	45	58	34	31	...	...	...	411	...	955	...	1,366	40 2 10	...	...
Kaira	Mahudha...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Umreth Jubilee...	1	65	107	172	133	119	...	...	...	1,157	...	...	411	1,568	11 5 10	...	...
	Umreth Institution	1	56	58	114	129	111	...	...	...	1,605	...	...	285	1,890	14 10 5	...	...
	A'nand (Private)	1	...	59	59	44	40	...	...	...	528	...	...	119	647	14 11 3	...	...
	Karamsád Sárvajanik... ...	1	11	32	43	45	40	...	...	...	614	...	55	...	669	14 13 10	...	...
	Dákor	1	...	53	53	47	32	...	...	...	96	...	...	580	676	15 13 11	...	...
	Virsad Jhaverbhái	1	1	33	34	24	27	...	...	..	276	...	...	191	467	19 7 4	...	...
Surat	Untadi	1	...	18	18	19	17	...	...	...	209	...	...	45	254	13 5 11	...	...
	Valod	1	...	11	11	20	15	...	...	...	113	...	23	...	136	6 12 10	...	...
	Degam	1	...	26	26	18	18	...	...	...	273	...	29	60	362	20 1 9	...	...
	Olpád	1	...	29	29	32	19	...	...	...	144	...	...	...	144	4 8 0	...	...
	Enthal	1	...	29	29	25	26	...	...	...	420	...	..	...	420	16 12 10	...	...
	Dihen	1	...	21	21	18	16	...	...	...	240	...	...	...	240	13 5 4	...	...
	Bárdoli	1	10	26	36	36	26	...	...	...	135	...	125	240	500	13 14 3	...	...
	Mohola Varachha Bora Street.	1	...	18	18	19	12	...	...	...	...	...	240	...	240	12 1 8	...	...
	Mohola Varachha Anavala Street	1	...	9	9	12	10	...	...	...	...	...	100	...	100	8 5 4	...	...
Surat Agency ...	Ravala	1	...	18	18	18	19	..	...	...	174	...	58	...	232	12 14 3	...	...
Káthiáwár ...	Chuda	1	...	18	18	26	20	...	...	...	506	...	...	...	506	19 7 5	...	...
Dhárwár ...	Hubli	1	...	25	25	21 6	21	...	...	...	110	...	...	..	110	5 3 9	...	...
Bijápur ...	Hungund	1	...	14	14	12	9	...	...	...	150	...	...	...	150	12 8 0	...	...
	Mudebihál	1	...	16	16	19	15	...	...	...	239	...	227	...	466	24 8 5	...	...
	Indi	1	...	7	7	8	6	...	...	...	100	...	...	...	100	12 8 0	...	...
Kánara ...	Kárwár	1	...	80	80	84·8	72 9	...	...	...	1,063	...	...	...	1,063	12 10 5	...	...
	Sadáshivgad	1	...	23	23	21	16	...	...	...	260	...	...	...	260	12 6 1	...	...
	Honávar	1	...	20	20	17	14	...	...	...	150	...	...	...	150	8 12 0	...	...
	Bhatkal	1	...	13	13	17	16	...	...	...	160	...	...	...	160	8 6 7	...	...
Ratnágiri ...	Chiplún	1	35	44	79	67·5	59·3	...	...	...	700	...	...	497	1,197	17 14 0	...	...
	Do.	1	86	61	147	105·5	84·3	...	...	...	1,741	...	...	1,356	3,097	29 7 11	...	...
	Guhágar	1	9	27	36	25·4	27	...	...	...	431	...	...	314	745	29 12 9	...	...
	Tedford New English School, Ratnágiri.	1	9	29	38	58	51	...	...	...	680	...	110	1,000	1,790	30 13 9	...	...
	Malgund	1	15	19	34	34·8	26·9	...	...	...	354	...	...	15	369	10 13 7	...	...
	Devgad	1	...	32	32	26	21	...	...	...	291	...	...	...	291	11 3 1	...	...
	Chinchghar	1	...	15	15	11·8	12	...	...	...	14	...	...	6	20	1 13 1	...	...
	Málvan	1	82	...	82	121·3	112 3	...	...	...	2,040	...	...	...	2,040	16 13 8	...	...
	Devrukh	1	...	21	21	19·4	19·6	...	...	...	198	...	...	22	220	11 9 3	...	...
Sávantvádi State	Kudál	1	...	17	17	16	11·7	...	...	...	33	...	...	17	50	3 2 0	..	...
Kolhápur ...	City School, Kolhápur... ...	1	43	47	90	113·2	96·1	...	...	...	743	...	...	...	743	6 9 2	...	...
Lárkána... ..	Bunguldero	1	...	21	21	25	15	...	...	...	434	...	2	...	436	17 7 0	...	..
Hyderabad ...	Bhelaní	1	...	23	23	21	18	...	...	...	450	...	31	...	481	22 14 6	...	...
	Naushahro	1	...	33	33	23	19	...	...	...	303	...	...	139	442	19 3 7	...	...
	Total ...	56	508	2,126	2,634	2,624	2,206	...	...	...	26,116	...	2,319	12,134	40,569	15 7 4	...	...
	Grand Total, Middle Schools ...	322	2,848	15,130	17,97-	17,385	14,702	79,805	2,463	26,737	1,82,892	73,995	25,852	75,365	4,67,109	26 13 10	4 9 5	...

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1901-1902.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Poona	High School for Native Girls.	1	25	50	75	64	55	6,954	...	...	472	...	665	1,102	9,193	143 10 3	108 10 6	.....
	AIDED.																	
	European and Eurasian.																	
Bombay ...	Cathedral Girls' High School	1	25	97	122	115	97	4,094	...	...	6,180	...	877	867	12,018	104 8 1	35 9 7	4,094 8 0
	Girgaon Girls' High School	1	21	82	103	115	87	3,485	...	...	...	...	4,596	3,757	11,838	102 15 0	30 4 10	3,485 0 0
	St. Peter's Girls' School, Mazgaon	1	9	90	99	91	66	3,420	...	...	3,349	...	3,900	686	11,355	124 12 6	37 9 4	2,965 0 0
	Bombay Education Society's Girls' School	1	10	148	158	162	140	4,436	...	...	1,202	...	2,982	4,223	12,843	79 4 5	27 6 1	2,280 0 0
	Convent School, Fort ...	1	12	69	81	81	67	1,533	...	...	3,455	...	...	1,756	6,744	83 4 2	18 14 10	1,533 0 0
	Do. Clare Road ...	1	14	120	134	127	111	1,399	...	...	3,960	...	...	1,327	6,686	52 10 4	11 0 3	1,399 0 0
	Colaba High School	1	...	34	34	43	42	839	...	...	1,440	...	...	73	2,352	54 11 2	19 8 2	839 0 0
Poona ...	Convent School Poona	1	10	113	123	138	125	4,548	...	...	3,963	...	164	753	9,428	68 5 1	32 15 4	2,688 0 0
	Victoria High School	1	29	102	131	143	102	2,074	...	...	4,261	...	2,400	...	8,735	61 1 4	14 8 1	2,074 0 0
	St. Mary's High School ...	1	16	95	111	114	107	3,051	...	...	8,574	...	...	2,982	14,607	128 2 1	26 12 2	3,051 0 0
Thána	St. Joseph's Convent, Bandora	1	30	177	207	203	172	7,440	...	...	4,301	...	1,405	8,615	21,761	107 3 1	36 10 5	5,520 0 0
Karáchi ...	Convent School	1	13	230	243	225	185	6,354	...	180	7,240	...	1,204	1,901	16,879	75 0 3	28 3 10	5,401 0 0
	Grammar School	1	24	65	89	88	75	3,029	...	420	3,173	...	2,413	1,687	10,722	121 13 5	33 6 9	2,729 0 0
	Total ...	13	213	1,422	1,635	1,645	1,376	45,702	...	600	51,098	...	19,941	28,627	1,45,968	88 11 9	27 12 6	.....
	English Teaching.																	
Bombay	Frere-Fletcher School... ...	1	22	57	79	78	60	...	...	...	...	...	...	8,826	8,826	113 2 6	...	......
	Anglo-Vernacular.																	
Bombay ...	Young Ladies' High School ...	1	50	101	151	140	109	1,368	...	...	4,593	...	...	75	6,036	43 1 10	9 12 4	1,368 0 0
	Alexandra Native Girls' School	1	68	...	68	61	48	...	...	...	2,242	...	238	1,722	4,202	68 14 1	...	.....
	Empress High School... ...	1	41	84	125	119	92	2,012	...	...	3,178	...	952	...	6,142	51 9 10	16 14 10	2,012 0 0
Poona	Zoroastrian Girls' High School	1	24	41	65	69	53	1,078	...	...	2,096	...	704	1,922	5,800	84 0 11	15 10 0	1,078 0 0
Surat	Surat Mission (Zanána) ...	1	15	37	52	41	32	567	...	...	130	...	...	2,205	2,902	70 12 6	13 13 3	567 0 0
	Total ..	5	198	263	461	430	334	5,025	...	...	12,239	...	1,894	5,924	25,082	58 5 3	11 11 0	.....
	UNAIDED.																	
	Anglo-Vernacular.																	
Bombay	English School for Native Girls, Chaupati	1	7	70	77	73	68	...	...	...	2,963	...	...	1,619	4,582	62 12 3	...	.....
	Grand Total, High Schools ...	21	465	1,862	2,327	2,290	1,893	57,681	...	600	66,772	...	22,500	46,098	1,93,651	84 9 0	25 3 0	.....
	MIDDLE SCHOOLS.																	
	ANGLO-VERNACULAR.																	
	Government.																	
Ahmedabad ...	Mahálakshmi Female Training College	1	19	34	53	42	32	1,905	...	...	400	...	...	...	2,305	54 14 1	45 5 9	.....
	Municipal.																	
Kánara	Karwar	1	...	26	26	27	16	...	...	180	...	...	...	...	180	6 8 9	...	.....
	Native States.																	
Káthiáwár ...	Májirój Girls' School, Bhávnagar	1	...	7	7	10	6	...	...	...	92	2,554	...	...	2,646	264 9 7	...	.....
	AIDED.																	
	European and Eurasian.																	
Bombay ...	Indo-British Institution ...	1	...	31	31	34	28	1,269	...	...	506	...	2,302	700	4,777	140 8 0	37 5 2	843 0 0
	B. B. & C. I. Railway School, Parel	1	...	57	57	53	40	879	...	...	1,063	...	...	2,300	4,242	80 0 7	16 9 4	879 0 0
Poona	Pensioners' School	1	...	35	35	36	25	511	...	...	141	...	664	1,034	2,350	65 4 5	14 3 1	511 0 0
	G. I. P. Railway School, Lánoli	1	10	83	93	87	73	874	...	...	817	...	...	2,992	4,683	53 13 3	10 0 9	874 0 0
	Anglo-Indian Girls' Home ...	1	...	57	57	49	43	1,616	...	...	...	...	200	585	2,401	49 0 0	32 15 8	246 0 0
Sátára... ...	Panchgani High School ..	1	8	50	58	59	53	685	...	...	4,734	...	...	7,521	12,940	219 5 2	11 9 9	685 0 0
	St. Joseph's Convent School, Panchgani	1	...	34	34	36	28	500	...	..	1,111	...	105	2,818	4,534	125 15 1	13 14 3	500 0 0
Násik	Convent School, Igatpuri ...	1	1	79	80	75	53	1,111	...	...	1,402	...	...	1,908	4,421	58 15 2	14 13 0	913 0 0

SUBSIDIARY FORM No. 3—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED—*continued.*																	
	European and Eurasian—continued.																	
Ahmedabad ...	Ahmedabad B. B. & C. I. Railway School	1	3	31	34	28	18	973	...	...	459	...	...	1,106	2,538	90 10 3	34 12 0	973 0 0
Dhárwár ...	S. M. Railway School, Dhárwár	1	...	34	34	399	33	399	...	...	475	...	900	39	1,813	45 7 0	10 0 0	399 0 0
Aden	St. Franciscan Convent School	1	3	45	48	...	...	105	...	...	...	...	...	...	105	...	...	.....
	Total ...	11	25	536	561	497	394	8,922	...	...	10,708	...	4,171	21,003	44,804	90 2 5	17 15 3	.....
	English Teaching.																	
Bombay ...	St. Joseph's Girls' School, Cavel	1	...	115	115	113	84	1,161	...	....	1,513	...	350	1,758	4,782	42 5 1	10 4 5	1,161 0 0
	St. Anne's Poor School, Byculla	1	...	106	106	111	74	915	...	...	384	...	676	1,691	3,666	33 0 5	8 3 11	563 0 0
	Convent School, Lower Máhim	1	2	167	169	155	145	1,596	...	...	1,175	...	...	2,506	5,277	34 0 9	10 4 9	1,596 0 0
	St. Xavier's Branch English School, Girgaum	1	...	77	77	74	55	1,002	...	...	795	...	672	951	3,420	46 3 6	13 8 8	1,002 0 0
	St. Joseph's School, Mázgaon	1	...	146	146	135	115	1,381	...	...	891	...	1,723	2,445	6,440	47 11 3	10 3 8	936 0 0
Poona	Epiphany High School ...	1	5	26	31	34	28	498	...	...	487	...	1,285	6	2,276	66 15 1	14 10 4	498 0 0
	St. Anne's Poor School, Poona	1	...	44	44	45	38	411	...	...	271	...	223	370	1,275	28 5 4	9 2 2	411 0 0
Sholápur ...	St. Joseph's School, Sholápur	1	...	75	75	70	63	191	...	150	527	...	...	1,528	2,396	34 3 8	2 11 8	191 0 0
Thána	St. Joseph's Convent, Bandora	1	...	425	425	413	334	4,579	...	...	3,582	...	1,484	6,067	15,662	37 14 11	11 1 5	3,439 0 0
	Thána	1	...	75	75	61	45	249	...	...	377	...	129	...	755	12 6 0	4 1 4	249 0 0
Ahmedabad ...	Convent School, Ahmedabad...	1	7	104	111	84	100	600	...	...	1,767	...	1,255	1,330	4,952	58 15 3	7 2 3	600 0 0
Belgaum ...	Roman Catholic Convent School	1	...	34	34	38	30	474	...	...	342	...	...	1,896	2,712	71 2 11	12 7 1	474 8 0
Dhárwár ...	St. Josep's School, Dhárwár...	1	...	16	16	20	14	150	...	...	92	...	100	144	486	24 10 9	7 9 10	150 0 0
Karáchi ...	English Teaching Convent ...	1	...	239	239	215	158	381	...	...	1,943	...	...	2,466	4,790	22 4 6	1 10 1	381 8 0
Sukkur	St. Mary's School, Sukkur ...	1	...	13	13	19	12	149	...	195	156	...	...	269	769	40 7 7	7 13 6	149 0 0
Karáchi... ...	St. Mary's School, Kotri ...	1	...	34	34	34	27	...	...	10	566	...	316	1,297	2,189	64 6 1	...	.....
	Total ...	16	14	1,696	1,710	1,621	1,323	13,737	...	355	14,818	...	8,213	24,724	61,847	38 2 5	8 7 7	.....
	Anglo-Vernacular.																	
Bombay ...	F. C. Mission Girls' School, Gowália Tank	1	16	16	32	19	18	373	...	...	185	...	...	1,236	1,794	94 6 9	19 10 1	373 0 0
	S. P. G. Mission Girls' School, New Wádi	1	...	8	8	11	7	78	...	...	12	...	...	306	396	36 0 0	7 1 5	78 0 0
	Students' L. and S. Society's School	1	8	70	78	55	47	386	...	...	109	...	45	595	1,135	20 10 2	7 0 3	386 0 0
	M. E. Mission School, Mázgaon.	1	5	16	21	14	12	139	...	...	...	...	...	1,534	1,673	119 8 0	9 14 10	139 0 0
	Sir Cowasji Jahangirji Anglo-Vernacular School	1	...	35	35	30	25	597	...	...	434	...	390	225	1,646	54 13 10	19 14 5	596 8 0
	C. M. Society's Anglo-Vernacular School, Girgaum ...	1	3	15	18	14	12	294	...	...	75	...	...	1,337	1,706	121 13 9	21 0 0	294 0 0
Poona	F. C. Mission Girls' Boarding School	1	1	11	12	12	10	340	...	...	...	...	...	868	1,208	100 10 8	28 5 4	340 0 0
	Beni-Israel Girls' Anglo-Vernacular School	1	...	5	5	5	3	101	...	...	7	...	...	1,220	1,328	265 9 7	20 3 2	101 0 0
	Zenana Mission Anglo-Vernacular School, Civil Lines ...	1	3	20	23	20	15	221	...	...	...	...	1,509	...	1,730	86 8 0	11 0 10	221 0 0
	Zenana Mission Anglo-Vernacular School, Kámáthipura .	1	...	8	8	9	6	100	...	...	...	...	252	...	352	39 1 9	11 1 9	100 0 0
Ahmednagar ...	A. M. Girls' Boarding School.	1	12	80	92	77	73	796	...	...	25	...	2,474	...	3,295	42 12 8	10 5 5	796 0 0
Násik	C. M. Society's Girls School, Sharanpur	1	2	14	16	15	14	127	...	...	...	...	...	1,029	1,156	77 1 1	8 7 6	127 0 0
	Total ...	12	50	298	348	281	242	3,552	...	...	847	...	4,670	8,350	17,419	61 15 10	12 10 3	.....
	UNAIDED.																	
	English Teaching.																	
Bombay	Girgaum Girls' English Teaching School	1	...	30	30	30	25	...	...	...	897	...	...	675	1,572	52 6 5	...	.....
Dhárwár ...	S. M. Railway School, Gadag .	1	...	24	24	24	17	...	...	...	160	...	540	19	719	29 15 4	...	.....
	Total ...	2	...	54	54	54	42	...	...	...	1,057	...	540	694	2,291	42 6 10	...	.....
	Anglo-Vernacular.																	
Bombay ...	Miss Bennett's Anglo-Vernacular School, Khetvádi ...	1	...	39	39	39	27	...	...	...	382	...	...	607	989	25 5 9	...	.....
	Z. B. and Medical Mission School, Umarkhádi	1	...	11	11	11	9	...	...	...	36	...	...	364	400	36 5 10	...	.....
	Total ...	2	...	50	50	50	36	...	...	...	418	...	...	971	1,389	27 12 6	...	.....
	Grand Total, Middle Schools ..	46	108	2,701	2,809	2,582	2,091	28,116	...	535	28,340	2,554	17,594	55,742	132,881	51 7 5	10 14 3	.....

SUBSIDIARY FORM No. 4.

Statistical Return of Primary Schools (Vernacular) for Boys for the official year 1901-1902.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary					Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
			Upper Stage.	Lower Stage.	Total.												
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Central Division.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Municipal	60	1,585	3,965	5,550	6,078	4,924	20,520	...	44,491	13,742	...	...	8,298	87,051	14 5 2	3 6 0
	Aided—																
	Vernacular portion of A. M. School, Byculla ...	1	123	358	481	468	446	650	...	260	13	...	4,504	...	5,427	11 9 6	1 6 3
	Breach Candy Road ...	1	14	37	51	115	107	112	...	50	403	...	...	...	565	2 10 1	0 8 4
	Byculla Haones Road ...	1	51	92	143	135	111	89	...	40	430	...	...	...	559	4 2 3	0 10 7
	Vernacular portion of Dádar English School ...	1	8	25	33	76	71	106	...	45	324	...	...	108	583	7 10 9	1 6 4
	Israelite Boys' School ...	1	38	105	143	114	111	127	...	60	164	...	860	...	1,211	5 10 7	1 1 10
	Kámáthipura Primary School	1	21	114	145	168	145	100	...	46	417	...	...	88	651	3 14 0	0 9 6
	Khetvádi 5th Lane School.	1	31	109	140	136	114	110	...	50	469	...	...	...	629	4 10 0	0 12 11
	New Lane	1	26	63	89	115	97	134	...	60	425	...	...	5	624	5 6 10	1 2 8
	Patriotic Institution ...	1	25	27	52	78	59	109	...	50	374	...	...	34	567	7 4 4	1 6 4
	Poor Boys' Seminary ...	1	22	81	103	115	87	80	...	34	37	...	928	...	1,079	9 6 1	0 11 2
	Potdár's School	1	27	34	61	101	85	149	...	65	433	...	...	25	672	6 10 5	1 7 7
	Prabhu Seminary	1	34	46	80	135	99	156	...	70	490	...	140	...	865	6 6 6	1 2 6
	Tárdeo School	1	28	100	128	137	114	133	...	60	480	...	...	...	673	4 14 7	0 15 6
	Bazár Gate	1	20	73	93	84	64	80	...	35	700	...	...	5	820	9 12 2	0 15 3
	Bheudi Bazár School ...	1	38	116	154	157	130	170	...	74	914	...	...	42	1,200	7 10 4	1 1 4
	Byramji Jijibhoy School...	1	100	81	181	197	181	364	...	160	285	...	...				
	Chandanvádi Boys' and Girls' School.	1	74	206	280	274	253	435	...	192	1,848	...	...	3,891	4,700	23 13 9	1 13 7
	Do. Branch, Fort													460	2,935	10 11 5	1 9 5
	and Proprietory	1	101	66	167	151	128	229	...	101	2,227	...	...	12	2,569	17 0 3	1 8 3
	Dhobi Talav do. ...	1	30	105	135	137	100	100	...	44	936	...	81	249	1,413	10 5 0	0 11 8
	Durgádevi do. ...	1	27	109	136	116	98	103	...	46	505	...	...	...	654	5 10 2	0 14 2
	Fort Boys' and Girls' School	1	5	46	51	74	63	70	...	31	225	...	...	353	679	9 3 0	0 15 2
	Framji Nasarwanji ...	1	66	83	149	136	124	175	...	75	657	...	...	...	907	6 10 8	1 4 7
Bombay ...	Grant Road Branch, Fort and Proprietory	1	225	108	333	290	223	431	...	190	6,251	...	...	...	6,872	23 11 2	1 7 9
	New Mázgaon	1	57	92	149	150	116	232	...	102	1,029	...	...	199	1,562	10 6 7	1 8 9
	Parel	1	38	70	108	172	75	134	...	59	411	...	...	393	997	5 12 8	0 12 6
	Parel Road	1	68	102	170	165	127	236	...	102	1,324	...	140	519	2,321	14 1 1	1 6 11
	Párai Seminary	1	40	68	108	111	80	134	...	59	1,514	...	...	...	1,707	15 6 1	1 3 4
	Victoria	1	61	214	275	263	242	547	...	240	2,103	...	...	...	2,890	10 15 10	2 1 3
	Sir J. J. School, Fort ...	1	99	101	200	183	156	339	...	...	89	...	374	2,254	3,056	16 11 2	1 13 8
	R. J. J., Dhobi Talav ...	1	77	79	156	150	132	1,273	...	...	48	...	...	1,106	2,427	16 2 11	8 7 9
	Anjumán-e-Islám, Bhendi Bazár ...	1	66	181	247	239	188	...	...	4,156	100	...	...	...	4,256	17 12 11	...
	Do. Koran ...	1	...	57	57	56	42	...	...	359	42	...	8	221	630	11 4 0	...
	Do. Nágpáda.	1	...	69	69	67	55	...	...	485	30	...	7	193	715	10 10 9	...
	Institution for Deaf Mutes.	1	...	15	15	14	12	1,500	...	1,800	36	...	354	...	3,690	263 9 2	107 2 3
	Other Schools	20	220	816	1,036	1,046	821	701	...	284	2,452	...	562	2,183	6,182	5 14 7	0 10 9
	Total, Aided Schools ...	54	1,860	4,058	5,918	6,125	5,056	9,308	...	9,484	28,185	...	7,970	12,340	67,287	10 15 9	1 8 4
	Unaided Schools	13	623	976	1,599	1,528	1,277	...	...	...	9,297	...	2,494	12,248	24,039	15 11 9	...
	Total, Day Schools...	127	4,068	8,999	13,067	13,731	11,257	29,828	...	53,975	51,224	...	10,464	32,886	1,78,377	12 15 10	2 2 9
	Night Schools.																
	Municipal	1	...	34	34	38	35	50	...	172	20	...	...	...	242	6 5 11	1 5 1
	Aided	8	41	97	138	132	77	153	...	34	124	...	204	264	779	5 14 5	1 2 7
	Total, Night Schools ...	9	41	131	172	170	112	203	...	206	144	...	204	264	1,021	6 0 1	1 3 1
	Total, Day and Night Schools	136	4,109	9,130	13,239	13,901	11,369	30,031	...	54,181	51,368	...	10,668	33,150	1,79,398	12 14 6	2 2 7
	Day Schools.																
	Government	1	47	45	92	163	135	687	...	...	279	...	...	...	966	3 10 9	2 9 10
	Local Board	184	2,616	6,616	9,232	10,174	7,451	27,455	29,506	...	5,610	...	...	...	62,571	6 2 5	2 11 2
	Municipal	31	1,073	1,759	2,832	3,250	2,448	7,299	2,656	11,032	3,005	...	11	58	24,061	7 6 5	2 3 11
	Poona Agency	33	380	800	1,180	1,096	777	...	5,505	...	550	...	...	...	6,055	5 8 5	...
	Aided—																
	Native Institution Branch Maráthi School	1	70	57	127	229	184	476	...	...	686	...	280	...	1,442	6 4 9	2 1 3
	Camp Education Society's Vernacular School ...	1	106	149	255	264	170	219	...	...	639	...	51	...	909	3 7 1	0 13 3
	Ragged School, Poona, Sachápir	1	30	68	98	97	77	184	...	...	...	...	350	259	793	8 2 10	1 14 4
	Nutan Maráthi Vidyálaya.	1	172	118	290	402	424	1,243	...	...	1,154	...	20	1,738	4,155	8 15 11	2 11 1
	Anjumán-e-Islám, Shoiápur Bazár ...	1	22	50	72	71	57	110	...	...	...	...	...	462	572	8 0 11	1 8 9
	Do. Juma Masjid...	1	40	79	119	121	102	150	...	...	...	...	...	874	1,024	8 7 5	1 3 10
	Do. Orphanage, Main Street ...	1	38	84	122	106	90	140	...	...	...	...	...	984	1,124	10 9 8	1 5 2
	V. V. Mirásdár	1	19	59	78	102	87	220	...	...	364	...	...	159	743	7 4 7	2 2 6
	P. N. Jain	1	10	71	81	107	78	171	...	...	248	...	...	121	540	5 0 9	1 9 7
Poona... ...	B. R. Joshi...	1	31	44	75	76	57	100	...	...	225	...	...	...	325	4 4 5	1 4 11
	M. R. Kelkar	1	9	28	37	73	62	374	...	...	198	...	...	340	912	12 7 11	5 2 6
	V. G. Mirasdár	1	25	55	80	111	90	180	...	...	381	...	...	51	612	5 8 3	1 9 11
	M. N. Agásbe	1	49	44	93	126	103	319	...	...	327	...	...	318	964	7 10 5	2 8 6
	M. E. Mission School, Sholápur Road	1	25	77	102	134	111	119	...	...	...	...	620	570	1,309	9 12 4	0 14 3
	A. M. School, Sirur ...	1	24	138	162	145	133	133	...	...	...	...	...	2,903	3,036	20 15 0	0 14 7
	Sanskrit Páthashála ...	1	...	23	23	31	25	200	...	...	...	...	176	...	376	12 2 1	6 7 3
	R. N. Jain	1	19	88	107	90	73	100	...	...	225	...	...	20	345	3 13 4	1 1 9
	C. M. S. Vernacular School, Khed	1	33	70	103	93	71	136	...	...	34	...	...	293	463	4 15 8	1 7 5
	Music School, Poona Gyan Samáj	1	...	48	48	40	34	180	...	...	...	...	200	583	963	24 1 2	4 8 0
	Z. M. Day School, Hadapsar	1	15	43	58	70	46	160	...	...	...	...	15	335	510	7 4 7	2 4 7
	Other Schools	57	396	1,606	2,002	2,071	1,561	2,092	...	179	3,110	...	2,743	5,733	13,857	6 11 1	1 0 2
	Total, Aided Schools..	77	1,133	2,999	4,132	4,619	3,635	7,006	...	179	7,591	...	4,455	15,743	34,974	7 9 2	1 8 3
	Unaided Schools	6	...	109	109	115	101	...	...	...	70	...	...	711	781	6 12 8	...
	Total, Day Schools...	332	5,249	12,328	17,577	19,417	14,547	42,447	37,667	11,211	17,105	...	4,466	16,512	1,29,408	6 10 8	2 3 0

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
Poona—*contd.*	Municipal	1	...	12	12	15	8	15	...	50	...	...	...	...	65	4 5 4	1 0 0
	Aided	1	...	21	21	24	19	33	...	...	...	...	...	72	105	4 6 0	1 6 0
	Total, Night Schools...	2	...	33	33	39	27	48	...	50	...	...	...	72	170	4 5 8	1 3 8
	Total, Day and Night Schools	334	5,249	12,361	17,610	19,456	14,574	42,495	37,667	11,261	17,105	...	4,446	16,584	1,29,578	6 10 7	2 2 11
	Day Schools.																
	Local Board	242	4,295	9,955	14,250	14,961	9,814	29,220	48,839	...	5,953	...	...	18	84,030	5 9 10	1 15 3
	Municipal	28	1,207	1,795	3,002	3,539	2,650	6,314	3,615	7,893	2,738	...	...	158	20,718	5 13 8	1 12 7
	Sátára Agency	52	461	1,450	1,911	1,884	1,397	...	6,440	668	844	...	...	...	7,952	4 3 6	...
	Aided Schools.																
	A. M. Station School, Sátára	1	16	82	98	103	92	208	...	...	1	...	...	960	1,169	11 5 7	2 0 4
	Panchange's School ...	1	19	62	81	121	96	230	...	...	285	...	...	178	693	5 11 8	1 14 5
	A. M. School, Wái ...	1	14	41	55	55	42	104	...	...	...	...	...	432	536	9 11 11	1 14 3
	M. V. Mandali's School No. I, Wái...	1	33	62	95	90	78	159	...	...	46	...	376	...	581	6 7 3	1 12 3
	Do. No. II, do ...	1	22	123	145	126	92	113	...	...	62	...	312	...	487	3 13 10	0 14 4
	Other Schools	15	80	481	561	602	422	592	...	...	611	...	...	1,607	2,810	4 10 8	0 15 9
Sátára... ...	Total, Aided Schools...	20	184	851	1,035	1,097	822	1,406	...	...	1,005	...	688	3,177	6,276	5 11 6	1 6 0
	Unaided Schools	1	6	24	30	30	25	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools...	343	6,153	14,075	20,228	21,511	14,618	36,940	58,894	8,561	10,540	...	688	3,353	1,18,976	5 8 6	1 11 6
	Night Schools.																
	Local Board	4	2	80	82	94	47	122	...	...	...	...	...	...	122	1 4 9	1 4 9
	Municipal	1	...	24	24	25	17	...	...	40	...	...	...	...	40	1 9 7	...
	Total, Night Schools...	5	2	104	106	119	64	122	...	40	...	...	...	...	162	1 5 9	1 0 5
	Total, Day and Night Schools	348	6,155	14,179	20,334	21,630	14,682	37,062	58,894	8,601	10,540	...	688	3,353	1,19,138	5 8 2	1 11 5
	Day Schools.																
	Local Board	155	1,940	5,396	7,336	7,179	5,590	20,414	18,546	...	4,036	...	...	...	42,996	5 15 10	2 13 6
	Municipal	20	657	972	1,629	2,508	2,007	6,011	1,440	7,061	2,341	...	...	2	16,855	6 11 6	2 6 4
	Akalkot State	33	478	1,259	1,737	1,686	1,409	...	4,644	...	758	2,058	...	...	7,460	4 6 10	...
	Aided Schools.																
	A. P. Deshpande's School, Pandharpur	1	59	71	130	123	94	230	...	...	385	...	...	80	695	5 10 5	1 13 11
	K. D. Phadake's School, Pandharpur	1	24	76	100	107	82	151	...	...	271	...	...	60	482	4 8 0	1 6 7
	G. P. Nátu's School, Pandharpur	1	36	41	77	71	58	137	...	...	229	...	...	62	428	6 0 5	1 14 10
	A. M. Station School, Sholápur	1	35	140	175	203	188	131	...	...	15	...	...	...	855	4 3 4	0 10 3
	N. A. Prasadis School, Pandharpur	1	39	85	124	126	100	117	...	...	365	...	709	81	563	4 7 5	0 14 10
	A. M. School, Saliwáda, Sholápur	1	5	44	49	54	47	110	...	...	...	...	313	...	423	7 13 4	2 0 6
Sholápur ...	Usmán Nabi's School, Sholápur	1	17	37	54	62	58	100	...	...	291	...	...	113	504	8 2 0	1 9 9
	Husanbeg Dándbeg's School, Walsang... ...	1	22	64	86	96	76	238	...	...	321	...	...	105	664	6 14 8	2 7 8
	Other Schools	33	234	841	1,075	1,519	1,218	1,277	...	...	3,355	...	1,988	962	7,582	4 15 10	0 13 5
	Total, Aided Schools...	41	471	1,399	1,870	2,361	1,921	2,491	...	..	5,232	...	3,010	1,463	12,196	5 2 7	1 0 10
	Total, Day Schools...	249	3,546	9,026	12,572	13,734	10,927	28,916	24,630	7,061	12,367	2,058	3,010	1,465	79,507	5 12 6	2 1 8
	Night Schools.																
	Local Board	2	...	46	46	47	29	84	...	...	...	...	...	...	84	1 12 7	1 12 7
	Municipal	1	5	16	21	19	13	...	...	278	...	...	...	...	278	14 10 1	...
	Total, Night Schools...	3	5	62	67	66	42	84	...	278	...	...	...	...	362	5 7 9	1 4 4
	Total, Day and Night Schools	252	3,551	9,088	12,639	13,800	10,969	29,000	24,630	7,339	12,367	2,058	3,010	1,465	79,869	5 12 7	2 1 7
	Day Schools.																
	Local Board	172	3 321	6,822	10,143	9,838	7,349	23,997	28,343	...	5,574	...	...	...	57,914	5 14 2	2 7 0
	Municipal	12	875	1,356	2,231	2,180	1,753	3,230	1,020	6,671	2,456	...	...	28	13,405	6 2 5	1 7 8
	Aided Schools.																
	Ahmednagar Education Society's Urdu School ...	1	15	75	90	88	68	135	...	...	...	...	300	3	438	4 15 7	1 8 6
	C. V. Education Society's Model School ...	1	57	120	177	220	192	314	...	...	...	...	916	...	1,230	5 9 5	1 6 10
	Ver. portion of the A. M. High School	1	29	161	190	197	131	153	...	...	55	...	1,351	...	1,559	7 14 1	0 12 5
Ahmednagar...	S. P. G. Mission School, Sonai	1	14	73	87	83	77	115	...	...	...	...	...	840	955	11 8 1	1 6 2
	A. M. School, Ráhuri ...	1	47	90	137	165	150	138	...	...	32	...	...	807	977	5 14 8	0 13 4
	Do. Wadále ...	1	79	64	143	110	95	298	...	...	...	...	...	2,442	2,740	24 14 6	2 11 4
	Do. Kurdal ...	1	17	34	51	51	48	156	...	...	...	...	500	...	656	12 13 9	3 4 0
	Do. Kolgaon ...	1	22	45	67	67	67	135	...	...	...	...	...	1,632	1,767	26 5 10	2 0 2
	Other Schools	99	333	2,301	2,634	2,761	2,233	2,735	...	...	538	...	2,779	13,869	19,921	7 3 5	0 15 10
	Total, Aided Schools...	107	613	2,963	3,576	3,742	3,061	4,179	...	...	625	...	5,846	19,593	30,243	8 1 3	1 1 10
	Unaided Schools	38	56	747	803	811	665	...	...	...	...	...	...	5,612	5,612	6 14 8	...
	Total, Day Schools...	329	4,865	11,888	16,753	16,571	12,828	31,406	29,363	6,671	8,655	...	5,846	25,233	1,07,174	6 7 5	1 14 3

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Central Division—*concluded.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
Ahmednagar—*concluded.*	Local Board	4	19	100	119	116	79	198	...	...	...	...	...	...	198	1 11 3	1 11 3
	Total, Day and Night Schools	333	4,884	11,988	16,872	16,687	12,907	31,604	29,363	6,671	8,655	...	5,846	25,233	1,07,372	6 6 11	1 14 3
	Day Schools.																
	Local Board	194	2,966	7,297	10,263	10,256	7,586	25,961	28,451	...	4,507	...	...	...	58,919	5 11 11	2 8 6
	Municipal	17	870	1,231	2,101	2,204	1,693	5,954	1,203	7,650	2,217	...	...	20	17,047	7 11 9	2 11 2
	Surgána State	1	10	27	37	38	29	...	...	...	...	437	...	...	437	11 8 0	...
	Aided Schools.																
	C. M. Society's School, Málegaon	1	34	67	101	107	82	319	...	...	146	...	...	773	1,238	11 9 1	2 15 7
	C. M. Society's School, Igatpuri	1	12	103	115	99	77	148	...	...	42	...	...	943	1,133	11 7 1	1 7 11
	C. M. Society's School, Málegaon	1	11	84	95	80	62	102	...	...	12	...	...	615	729	9 1 9	1 4 4
	Sinnar Gadhi-Gavathán ...	1	9	65	74	152	127	119	...	...	297	...	...	293	709	4 10 7	0 12 6
	Z. M. Budhvár Peth, Násik	1	8	80	88	98	68	121	...	...	...	...	...	916	1,037	10 9 10	1 3 9
	Z. M. Aditvár Peth, Násik	1	13	80	93	56	23	122	...	...	...	...	...	994	1,116	19 14 10	2 2 10
	Persian School, Málegaon City	1	33	49	82	85	72	100	...	...	...	...	96	422	618	7 4 3	1 2 9
	C. M. Society's School, Deoláli ...	1	30	75	105	140	84	147	...	36	49	...	...	936	1,168	8 5 5	1 0 9
Násik ...	Do. Manmád ...	1	28	62	90	91	62	210	...	...	62	...	...	509	781	8 9 3	2 4 11
	Do. Nándgaon ...	1	23	58	81	77	62	135	...	...	25	...	...	479	639	8 4 9	1 12 0
	Do. Sharánpur ...	1	24	78	102	104	97	110	...	...	...	..	...	1,025	1,135	10 14 7	1 0 11
	Other Schools	8	20	249	269	272	204	331	...	100	69	...	179	1,880	2,559	9 6 6	1 3 5
	Total, Aided Schools ...	19	245	1,050	1,295	1,361	1,020	1,964	...	136	702	...	275	9,785	12,862	9 7 2	1 7 1
	Unaided Schools	11	47	398	445	455	382	...	...	...	895	...	60	182	1,137	2 4 5	...
	Total, Day Schools ...	242	4,138	10,003	14,141	14,314	10,715	33,879	29,657	7,786	8,321	437	335	9,987	90,402	6 5 0	2 5 10
	Night Schools.																
	Local Board	2	...	68	68	66	47	96	...	...	...	...	...	...	96	1 7 3	1 7 3
	Municipal	3	...	106	106	108	57	68	10	92	...	...	...	...	170	1 9 2	0 10 0
	Total, Night Schools ...	5	...	174	174	174	104	164	10	92	...	...	...	...	266	1 8 5	0 15 0
	Total, Day and Night Schools	247	4,138	10,177	14,315	13,488	10,819	34,043	29,667	7,878	8,321	437	335	9,987	90,668	6 4 1	2 5 7
	Day Schools.																
	Government	1	45	41	86	92	73	537	...	...	117	...	...	...	654	7 1 8	5 13 4
	Local Board	326	5,379	13,505	18,884	19,881	14,588	34,558	70,906	...	8,959	...	...	6	1,14,429	5 12 1	1 11 9
	Municipal	46	3,345	5,383	8,728	8,723	6,584	13,429	9,050	20,023	6,277	...	1	79	48,859	5 9 7	1 8 7
	Other Schools	6	49	141	190	197	175	220	...	...	253	...	245	261	979	4 15 6	1 1 10
	Total, Day Schools ...	379	8,818	19,070	27,888	28,893	21,420	48,744	79,956	20,023	15,606	...	246	346	1,64,921	5 11 3	1 10 11
Khándesh ...	*Night Schools.*																
	Local Board	1	5	25	30	29	20	49	...	...	...	...	...	...	49	1 11 0	1 11 0
	Municipal	1	3	12	15	19	16	...	...	46	...	...	...	...	46	2 6 8	...
	Total, Night Schools ...	2	8	37	45	48	36	49	...	46	...	...	...	...	95	1 15 7	1 0 4
	Total, Day and Night Schools	381	8,826	19,107	27,933	28,941	21,456	48,793	79,956	20,069	15,606	...	246	346	1,65,016	5 11 2	1 10 11
	Day Schools.																
	Government	2	92	86	178	255	208	1,224	...	...	396	...	...	...	1,620	6 5 7	4 12 9
	Local Board	1,273	20,517	49,591	70,108	72,299	52,378	1,61,605	2,24,591	...	34,639	...	...	24	4,20,859	5 13 1	2 3 9
	Municipal	214	9,612	16,461	26,073	28,482	21,974	62,757	18,987	1,04,821	32,776	...	12	8,644	2,27,996	8 0 0	2 3 3
	Native States	119	1,329	3,536	4,865	4,704	3,612	...	16,589	668	2,152	2,495	...	...	21,904	4 10 6	...
	Aided Schools	324	4,555	13,461	18,016	19,502	15,690	26,574	...	9,799	43,593	...	22,489	62,312	1,64,517	8 7 2	1 5 9
	Unaided Schools	69	732	2,254	2,986	2,939	2,450	...	...	...	10,264	...	2,554	18,753	31,569	10 11 10	...
Abstract, Central Division.	Total, Day Schools ...	2,001	36,837	85,389	1,22,226	1,28,171	96,312	2,52,160	2,60,167	1,15,288	1,23,818	2,495	25,055	89,782	4,68,765	6 12 5	1 15 5
	Night Schools.																
	Local Board	13	26	319	345	352	222	549	...	...	...	...	...	...	549	1 8 11	1 8 11
	Municipal	8	8	204	212	224	146	133	10	678	20	...	...	...	841	1 12 0	0 9 8
	Aided	9	41	118	159	156	96	186	...	34	124	...	204	336	884	5 10 8	1 3 0
	Total, Night Schools ...	30	75	641	716	732	464	868	10	712	144	...	204	336	2,274	3 1 8	1 2 11
	Total, Central Division.	2,031	36,912	86,030	1,22,942	1,28,903	96,776	2,53,028	2,60,177	1,16,000	1,23,962	2,495	25,259	90,118	3,71,039	6 12 1	1 15 4

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	NORTHERN DIVISION.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Ahmedabad	Government	1	101	72	173	169	122	325	...	...	366	...	...	...	691	4 1 5	1 14 9
	Local Board	173	3,432	7,938	11,370	10,905	7,925	25,699	35,001	...	4,291	...	875	...	65,866	6 0 8	2 5 8
	Municipal Board—																
	Schools within Contract.	33	3,064	3,791	6,855	6,806	5,188	9,413	3,009	20,512	8,160	...	...	98	41,192	6 0 10	1 6 2
	Ahmedabad Camp	1	8	41	49	50	36	125	...	241	66	...	...	...	432	8 10 3	2 8 0
	Aided—																
	Mission School, No. I.	1	76	129	205	203	157	407	...	...	256	...	...	493	1,156	5 11 1	2 0 1
	Do. No. II.	1	52	92	144	149	110	245	...	...	157	...	...	817	1,219	8 2 11	1 10 4
	Do. No. III.	1	16	53	69	73	51	109	...	...	33	...	...	444	577	7 14 4	1 5 11
	Sabha School, Shâhâpur.	1	97	190	287	275	205	382	...	375	283	...	...	125	1,165	4 3 9	1 6 3
	Gogo Mission	1	14	66	80	81	45	203	...	...	23	...	...	321	547	6 12 1	2 8 1
	Anjumán-i-Islám	1	29	122	151	139	97	122	...	...	52	...	...	320	494	3 8 10	0 14 1
	Shâhvádi Mission	1	26	73	99	100	80	250	...	...	...	...	...	563	813	8 2 1	2 8 0
	Viramgám (Koli Chakla).	1	39	118	157	143	105	222	...	...	124	...	214	83	643	4 7 11	1 1 8
	Prantij Mission	1	17	178	195	160	141	...	...	...	5	...	...	1,044	1,049	6 7 11	...
	Other Schools	11	93	335	428	432	351	512	...	...	26	...	...	1,634	2,172	5 0 5	1 3 0
	Unaided—																
	Unaided Schools	1	42	62	104	104	99	...	...	...	275	...	...	25	300	2 14 2	...
	Total, Day Schools	229	7,106	13,260	20,366	19,789	14,712	38,005	38,010	21,128	14,087	...	1,089	5,967	1,18,316	5 15 1	1 14 6
	Night Schools.																
	Municipal Board within Contract.	2	8	58	66	60	33	77	6	80	25	...	...	...	188	3 2 2	1 4 5
	Do. without Contract	1	7	30	37	33	14	...	3	100	...	...	...	...	103	3 1 11	...
	Total, Night Schools	3	15	88	103	93	47	77	9	180	25	...	...	...	291	3 2 1	0 13 3
	Total, Day and Night Schools.	232	7,121	13,348	20,469	19,882	14,759	38,082	38,019	21,308	14,112	...	1,089	5,967	1,18,607	5 15 5	1 14 5
	Day Schools.																
Kaira	Local Board Schools	190	3,835	8,477	12,312	14,043	9,360	24,580	55,330	...	5,431	...	...	192	85,533	6 1 5	1 12 0
	Municipal Board within Contract.	28	1,637	2,127	3,764	5,051	3,827	7,833	3,229	15,287	3,576	...	...	103	30,028	5 15 1	1 8 10
	Do. without Contract	1	...	...	...	161	136	..	...	512	73	...	...	1	586	3 10 4	...
	Aided—																
	Borsad Mission	1	50	108	158	143	102	209	...	...	...	...	...	719	928	6 7 10	1 7 5
	A'nand Mission	1	47	163	210	198	149	269	...	...	...	...	...	1,122	1,391	7 0 5	1 5 9
	Other Schools	18	122	1,162	1,284	1,321	1,014	944	...	...	...	...	...	4,062	5,006	13 12 8	0 11 5
	Unaided—																
	Unaided Schools	1	13	342	355	355	220	...	...	...	...	...	3,416	...	3,416	9 10 0	...
	Total, Day Schools	240	5,704	12,379	18,083	21,272	14,817	33,835	58,559	15,799	9,080	...	3,416	6,199	1,26,888	5 15 5	1 9 5
	Night Schools.																
	Municipal Board (within Contract)	1	7	22	29	26	18	20	...	31	...	...	...	...	51	1 15 5	0 12 4
	Aided (Borsad)	1	10	23	33	30	27	40	...	...	...	...	...	80	120	4 0 0	1 5 4
	Total, Night Schools	2	17	45	62	56	45	60	...	31	...	...	...	80	171	3 0 10	1 1 2
	Total, Day and Night Schools.	242	5,721	12,424	18,145	21,328	14,862	33,895	58,559	15,830	9,080	...	3,416	6,279	1,27,059	5 15 4	1 9 5
	Day Schools.																
Broach	Local Board	207	2,914	9,630	12,544	11,514	7,069	12,767	54,584	...	3,050	...	...	...	70,401	6 1 10	1 1 9
	Municipal Board within Contract.	17	815	1,843	2,658	2,741	1,854	5,550	1,799	9,498	1,716	...	...	200	18,763	6 13 6	2 0 5
	Do. without Contract	1	4	26	30	28	16	...	...	126	...	...	...	...	126	4 8 0	...
	Aided—																
	Rámchandra B.	1	3	43	46	65	51	...	...	...	...	...	...	514	514	7 14 6	...
	Sir J. J. Broach	1	21	28	49	46	36	...	...	...	...	...	...	524	524	11 6 3	...
	Amod Private	1	22	113	135	129	95	107	...	...	100	...	...	165	372	2 14 2	0 13 3
	Broach Mission School	1	12	100	112	126	96	112	...	...	1	...	...	408	521	4 2 2	0 14 3
	Other	2	5	73	78	79	50	64	...	...	...	...	...	300	364	4 9 9	0 13 0
	Unaided	3	16	159	175	168	119	...	...	...	...	...	...	688	688	4 1 6	...
	Total, Day Schools	231	3,812	12,015	15,827	14,896	9,386	18,600	56,383	9,624	4,867	...	...	2,799	92,273	6 3 1	1 4 0
	Night Schools.																
	Municipal Board within Contract	1	3	24	27	32	20	5	2	13	...	...	...	...	20	0 10 0	0 2 6
	Aided	1	4	11	15	34	29	123	...	...	...	...	...	105	228	6 11 4	3 9 11
	Total, Night Schools	2	7	35	42	66	49	128	2	13	...	...	...	105	248	3 12 1	1 15 0
	Total, Day and Night Schools.	236	3,819	12,050	15,869	14,962	9,435	18,728	56,385	9,637	4,867	...	...	2,904	92,521	6 2 11	1 4 0
	Day Schools.																
Panch Mahals	Local Board Schools	85	957	1,830	2,787	2,859	2,053	18,680	3,429	...	1,131	...	...	...	23,240	8 2 1	6 8 6
	Municipal Schools within Contract.	8	361	687	1,048	1,025	807	1,401	1,031	1,490	913	...	...	2	4,837	4 11 6	1 5 10
	Do. without Contract	1	6	22	28	28	15	58	...	92	...	...	...	...	150	5 5 9	2 1 2
	Total, Day Schools	94	1,324	2,539	3,863	3,912	2,875	20,139	4,460	1,582	2,044	...	...	2	28,227	7 3 5	5 2 4

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Stage.					Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources	Total.	Total Cost.	Cost to Government.
			Upper Stage.	Lower Primary Stage.	Total.												
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Surat ...	Local Board Schools ...	256	4,374	11,933	16,307	17,220	10,736	35,471	45,706	...	6,490	...	...	192	87,859	5 1 7	2 0 11
	Municipal Board within Contract	21	1,771	3,332	5,103	4,848	3,705	5,798	1,388	14,273	4,504	...	...	111	26,074	5 6 1	1 3 3
	Do. without Contract	1	16	79	95	99	64	...	...	411	14	...	...	...	425	4 4 8	...
	Aided—																
	Surat Mission No. I...	1	31	158	189	207	146	181	...	...	45	...	...	711	937	4 8 5	0 14 0
	Do. No. II...	1	90	209	299	302	208	324	...	...	71	...	...	627	1,022	3 6 2	1 1 2
	Do. No. IV...	1	16	95	111	109	78	183	..	...	24	...	...	466	673	6 2 9	1 10 10
	Ránder Mission No. III	1	39	132	171	162	131	227	...	...	21	...	...	575	823	5 1 3	1 6 5
	Sir J. J. Surat (Rustumpura) ...	1	17	42	59	59	58	...	...	...	...	...	...	435	435	7 6 0	...
	Do Bulsár	1	23	29	52	52	57	...	...	...	...	...	...	426	426	8 3 1	...
	Do. Udwada ..	1	17	58	75	75	74	...	..	...	...	...	...	465	465	6 1 1	...
	Do. Bibinivadi ...	1	48	95	143	143	139	...	..	...	...	...	...	775	775	5 6 9	...
	Other Schools	2	16	86	102	105	82	144	...	...	...	...	...	378	522	6 15 7	1 5 11
	Total, Day Schools ...	288	6,458	16,248	22,706	23,381	15,478	42,328	47,094	14,684	11,169	...	...	5,151	1,20,426	5 2 5	1 13 0
	Day Schools.																
Thána ...	Local Board Schools ...	164	2,164	5,926	8,090	7,976	5,532	26,776	21,089	...	3,790	...	...	...	51,655	6 7 4	3 5 7
	Municipal Board within Contract	26	790	1,477	2,267	2,010	1,346	6,596	4,322	8,081	1,913	...	76	125	21,113	10 8 1	3 4 6
	Do. without Contract	1	58	..	58	54	45	111	...	275	63	...	...	16	465	8 9 9	2 0 11
	Aided—																
	Bándora	1	37	48	85	73	60	324	...	...	700	...	...	...	1,024	14 0 5	4 7 0
	Kelva Mission	1	2	35	37	31	24	112	...	...	15	...	...	277	404	13 0 6	3 9 10
	Kalyán, No. 2	1	20	40	60	59	34	105	...	...	162	...	...	48	315	5 5 5	1 12 6
	Others	6	43	156	199	209	164	212	...	50	446	...	36	151	895	4 4 6	1 0 8
	Unaided—																
	St. Xavier's Portuguese School, Bandora ...	1	...	33	33	33	19	...	...	...	52	...	...	158	210	6 5 10	...
	Total, Day Schools ...	201	3,114	7,715	10,829	10,465	7,224	34,236	25,411	8,406	7,141	...	112	775	76,081	7 4 4	3 4 4
	Day Schools.																
Deesa Camp ...	Municipal Board	1	28	37	65	61	45	123	...	223	67	...	...	...	413	6 12 4	2 0 3
	Aided—																
	Manishankar K. ...	1	13	42	55	49	38	144	..	...	160	...	...	203	507	10 5 7	2 1 5
	Abdul Gani	1	25	45	70	69	46	171	...	...	188	...	...	180	519	7 8 4	2 7 8
	Deesa Mission	1	31	106	137	125	99	141	...	...	38	...	...	778	957	7 10 6	1 2 1
	Others	1	8	48	56	50	47	56	..	...	80	...	...	78	214	4 4 6	1 1 11
	Total, Day Schools ...	5	105	278	383	354	275	635	...	223	533	...	...	1,219	2,610	7 6 0	1 12 8
	Day Schools.																
Baroda Camp.	Government	1	43	53	96	91	65	616	...	...	165	...	...	...	781	8 9 3	6 12 3
	Aided	1	5	41	46	43	32	38	...	...	74	...	...	25	137	3 3 0	0 14 2
	Unaided—																
	Orphanage Mission ...	1	41	284	325	224	200	...	...	...	4	...	3,783	...	3,787	16 14 6	...
	Total, Day Schools ...	3	89	378	467	358	297	654	...	...	243	...	3,783	25	4,705	13 2 3	0 13 3
	Day Schools.																
Pálanpur ...	Native States	63	890	2,092	2,982	2,942	2,240	...	...	...	992	15,642	156	904	17,694	6 0 2	...
	Aided	1	12	38	50	50	45	...	...	...	16	...	20	141	177	3 8 7	...
	Total, Day Schools ...	64	902	2,130	3,032	2,992	2,285	...	...	...	1,008	15,642	176	1,045	17,871	5 15 6	...
	Day Schools.																
Cambay ...	Native States	22	514	865	1,379	1,456	987	...	...	...	1,016	5,224	...	...	6,240	4 4 6	...
	Day Schools.																
Surat Agency	Sachin	16	284	776	1,060	1,455	931	...	...	...	520	5,629	...	...	6,149	4 3 7	...
	Bánsda	13	114	467	581	519	243	...	...	...	31	2,989	...	...	3,020	5 13 1	...
	Dharampur	21	193	526	719	707	419	...	...	...	92	3,712	...	...	3,804	5 6 1	...
	Total, Day Schools ...	50	591	1,769	2,360	2,681	1,583	...	...	...	643	12,330	...	...	12,973	4 13 5	...
	Day Schools.																
Mahi Kántha.	Native States	101	2,126	3,478	5,604	5,124	4,019	...	...	...	3,091	22,233	55	...	25,379	4 15 2	...
	Aided	2	22	634	656	205	182	...	...	...	...	350	...	95	445	2 2 1	...
	Unaided	2	28	1,284	1,312	338	323	...	...	...	...	...	...	406	406	1 3 2	...
	Total, Day Schools ...	105	2,176	5,396	7,572	5,667	4,524	...	...	...	3,091	22,583	55	501	26,230	4 10 1	...
	Day Schools.																
Jahwár ...	Native States	6	88	203	291	306	204	...	...	...	...	2,035	...	...	2,035	6 10 5	...
	Day Schools.																
Abu Road ..	Unaided	2	16	76	92	100	77	...	...	...	241	...	...	325	566	5 10 7	...

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*concluded.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Rewa Kántha Agency.	Native States	155	2,101	4,136	6,237	6,898	4,859	...	...	...	2,374	47,198	...	...	49,572	7 3 0	...
	Police	1	9	33	42	39	7	...	...	...	...	119	...	...	119	3 0 10	...
	Unaided	1	36	24	60	49	30	...	...	...	...	...	...	27	27	0 8 10	...
	Total, Day Schools ...	157	2,146	4,193	6,339	6,986	4,896	...	...	...	2,374	47,317	...	27	49,718	7 1 10	...
	Night Schools.																
	Native States	5	26	55	81	83	36	...	...	...	3	284	...	...	287	3 7 4	...
	Total, Day and Night Schools ...	162	2,172	4,248	6,420	7,069	4,932	...	...	...	2,377	47,601	...	27	50,005	7 1 2	...
	Day Schools.																
Baroda Agency.	Aided—																
	Sir J. J., Navsári ...	1	32	90	122	122	134	...	...	...	...	...	...	429	429	3 8 3	...
	,, Gandevi ...	1	15	24	39	39	39	...	...	...	...	...	...	382	382	9 12 9	...
	,, Bilimora ...	1	27	42	69	69	67	...	...	...	...	...	...	462	462	6 11 2	...
	Total, Day Schools ...	3	74	156	230	230	240	...	...	...	...	...	...	1,273	1,273	5 8 7	...
	Day Schools.																
Cutch ...	Native States	90	1,096	3,062	4,158	4,460	3,241	...	484	...	3,672	23,098	294	897	28,445	6 6 0	...
	Aided—																
	Bhúj Mahomedan ...	1	10	31	41	35	18	...	...	...	...	121	5	492	618	17 10 6	...
	Unaided Schools—																
	Unaided Schools ...	6	82	173	255	607	403	...	...	...	238	...	...	2,361	2,599	4 4 6	...
	Total, Day Schools ...	97	1,188	3,266	4,454	5,102	3,662	...	484	...	3,910	23,219	299	3,750	31,662	6 3 3	...
	Night Schools.																
	Native States	10	13	77	90	147	85	...	...	...	127	706	4	...	837	5 11 1	...
	Total, Day and Night Schools ...	107	1,201	3,343	4,544	5,249	3,747	...	484	...	4,037	23,925	303	3,750	32,499	6 3 1	...
	Day Schools.																
Abstract, Northern Division.	Government	2	144	125	269	260	187	941	...	...	531	...	...	...	1,472	5 10 7	3 12 4
	Local Board	1,075	17,676	45,734	63,410	64,537	42,6[illegible]	143,973	2,15,139	...	24,153	...	875	384	3,84,554	5 15 4	2 5 3
	Municipal Board	140	8,55[illegible]	13,462	22,020	22,962	17,085	37,008	14,77[illegible]	71,021	21,065	...	76	656	1,44,604	6 4 9	1 9 9
	Native States	488	7 41[illegible]	15,638	23,153	23,[illegible]06	17,140	...	484	...	11,788	1,27,879	505	1,801	1,42,457	5 15 4	...
	Aided	78	1,3[illegible]	5,481	6,825	6,338	4,966	6,633	...	425	3,100	471	275	22,332	33,236	5 3 11	1 0 9
	Unaided	18	274	2,437	2,711	1,978	1,490	...	...	...	810	...	7,199	3,990	11,999	6 1 1	...
	Total, Day Schools ...	1,801	35,411	82,877	118,288	119,981	83,551	1,88,555	2,30,401	71,446	61,477	1,28,350	8,930	29,163	7,18,322	5 15 9	1 9 2
	Night Schools.																
	Municipal Board	5	25	134	159	151	85	102	11	224	25	...	...	...	362	2 6 4	0 10 10
	Native States	15	39	132	171	230	121	...	...	...	130	990	4	...	1,124	4 14 2	...
	Aided	1	10	23	33	30	27	40	...	...	...	...	...	80	120	4 0 0	1 5 4
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	21	74	289	363	411	233	142	11	224	155	990	4	80	1,606	3 14 6	0 5 1
	Total, Northern Division...	1,822	35,485	83,166	118,651	120,392	83,784	1,88,697	2,30,412	71,670	61,632	1,29,340	8,934	29,243	7,19,928	5 2 9	1 9 2
	Native States.																
	Day Schools.																
Káthiáwár ...	Agency	212	5,373	8,006	13,379	12,612	9,803	...	...	2,275	6,441	73,649	202	190	82,757	6 9 0	...
	Private	14	66	143	209	196	149	...	...	...	51	1,63[illegible]	131	...	1,785	9 1 9	...
	State	569	15,573	25,258	40,831	38,669	30,030	...	...	...	24,995	2,12,[illegible]62	681	170	2,38,808	6 2 10	...
	Police	2	8	188	196	213	74	...	...	...	...	180	...	...	180	0 13 6	...
	Total ...	797	21,020	33,595	54,615	51,690	40,056	...	...	2,275	31,487	2,88,394	1,014	360	3,23,530	6 4 2	...
	Night Schools.																
	Agency	2	1	19	20	21	10	...	...	...	...	102	...	...	102	4 13 8	...
	Private	4	4	20	24	24	13	...	...	...	...	177	...	...	177	7 6 0	...
	State	9	24	185	209	202	148	...	...	...	...	208	...	...	208	1 0 6	...
	Total. ..	15	29	224	253	247	171	...	...	...	...	487	...	...	487	1 15 7	...
	Total, Day and Night Schools ...	812	21,049	33,819	54,868	51,937	40,227	...	...	2.275	31,487	2,88,881	1,014	360	3,24,017	6 3 1	...
	Aided—																
	Rájkot Mission School No. I	1	15	53	68	61	45	127	...	...	1	...	...	476	604	9 14 5	2 1 4
	Do. Do. No. II	1	24	84	108	94	78	201	...	...	63	...	...	451	715	7 7 3	2 2 3
	Wadhwán Civil Station Mission School	1	23	64	87	83	70	...	...	190	34	...	...	485	709	8 8 8	...
	Mahuva No. I	1	37	78	115	110	90	...	...	...	...	176	...	...	176	1 9 7	...
	Do. No. II	1	24	106	130	139	109	...	...	...	...	157	...	...	157	1 2 1	...
	Porbandar Jubilee Madresa	1	65	164	229	213	153	...	...	...	1	272	...	...	273	1 4 6	...
	Do. Devchand Ranchhod	1	74	92	166	324	267	...	...	...	1.043	451	...	...	1,494	4 9 9	...
	Other Schools under Chapter VI	6	50	406	456	455	367	...	...	...	856	406	...	...	1,262	2 12 5	...
	Total ...	13	312	1,047	1,359	1,479	1,179	328	...	190	1,998	1,462	...	1,412	5,390	3 10 4	0 3 7
	Total, Káthiáwár ...	825	21,361	34,866	56,227	53,416	41,406	328	...	2,465	33,485	2,90,343	1,014	1,772	3,29,407	6 2 8	0 0 1

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Lower Primary Stage.	Upper Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SOUTHERN DIVISION.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Belgaum	Local Board	187	2,207	5,127	7,334	9,250·1	6,735·5	31,646	32,189	...	8,179	...	...	111	72,125	7 12 4	3 6 8
	Municipal	10	55	1,193	1,749	1,921·1	1,475·4	5,014	2,600	5,508	2,120	...	...	2	15,266	7 15 1	2 9 8
	Aided—																
	London Mission Maráth School Belgaum	1	88	207	295	264·9	230·7	329	...	...	284	...	...	471	1,084	4 1 5	1 3 11
	Other Schools	61	883	1,172	1,555	1,623·3	1,334·3	1,330	...	...	4,587	...	...	1,024	6,941	4 4 5	0 11 1
	Total	261	3,234	7,699	10,933	13,059·4	9,775·9	38,317	34,795	5,508	15,170	...	...	1,626	95,416	7 4 10	2 14 8
Dhárwár	Government	1	130	70	200	196·6	119·	332	...	...	148	...	...	...	480	2 7 2	1 11 1
	Local Board	29	4,985	8,930	13,915	18,662·2	12,705·8	35,119	52,[illegible]1	...	13,565	...	139	189	1,01,529	5 7 [illegible]	1 14 1
	Municipal	9	1,363	2,684	4,047	4,307·9	3,179·7	8,310	1,256	13,829	4,600	...	79	1[illegible]	28,071	6 8 [illegible]	1 14 7
	Aided—																
	Basel Mission School, Dhárwár	1	21	108	129	115	91·3	180	...	...	73	...	...	668	921	8 0 1	1 9 0
	Do. Hubli	1	25	85	110	1·2	77·9	171	...	...	68	...	...	426	667	6 8 7	1 10 9
	Do. Parochial, Hubli	1	9	58	67	62·5	51·9	150	...	...	40	...	200	241	631	10 2 10	2 6 9
	Do. Orphanage Bettigeri	1	27	39	66	62·2	60·1	183	...	...	...	...	...	1,200	1,383	22 4 1	2 15 3
	Do. Boys' do.	1	39	130	169	133·6	154·8	165	...	...	112	...	...	1,077	1,354	7 8 9	1 1 0
	Other Schools	177	1,246	3,377	4,623	4,733·7	3,951·2	3,069	...	...	17,534	...	...	...	20,603	4 5 6	0 10 6
	Unaided Schools	2	31	...	21	20	14	...	...	...	...	...	...	40	40	20 1 7	...
	Total	514	7,956	15,481	24,287	23,450·7	20,435·7	47,709	53,751	13,829	36,134	...	418	4,223	1,56,063	5 7 4	1 10 10
Bijápur	Local Board	196	3,378	7,333	10,711	10,389	8,[illegible]95	27,296	28,713	...	8,100	...	6	33	64,157	6 2 9	2 10 0
	Municipal	14	684	1,208	1,892	1,712·3	1,394	3,156	1,195	5,150	1,782	...	...	65	11,348	6 10 0	1 13 5
	Aided—																
	Basel Mission School, Guledgudd	1	45	85	130	113	98·4	183	...	...	68	...	...	831	1,111	9 13 5	1 9 10
	Bijápur	1	24	118	142	125·6	1[illegible]·5	215	...	...	111	...	...	249	57[illegible]	4 4 0	1 9 5
	Other Schools	84	625	1,863	2,488	2,362·6	1,931·8	1,421	...	70	1,707	...	3,065	535	6,798	2 14 0	0 9 10
	Total	296	4,756	11,607	15,363	14,712·5	11,620·7	32,271	29,908	5,220	11,777	...	3,071	1,743	83,999	5 11 4	2 3 1
Kánara	Local Board	130	1,974	5,125	7,099	6,813·9	4,944·4	19,191	15,504	...	3,926	...	116	112	38,85[illegible]	5 11 3	2 12 10
	Municipal	24	585	1,338	1,923	2,080·7	1,579·1	4,510	1,742	7,021	1,341	...	91	49	14,754	7 1 6	2 2 8
	Aided—																
	Lady of Assumption Church, Primary School, Karwár	1	18	42	60	61·9	50·7	134	...	...	...	...	...	382	516	8 7 4	2 3 1
	Sanskrit School, Gokarn	1	15	14	29	41·5	37·2	100	...	...	182	...	253	77	61[illegible]	4 14 7	2 7 0
	Other Schools	13	58	388	446	415·5	358·6	363	...	40	518	...	157	27[illegible]	1,357	3 4 3	0 9 7
	Total	169	2,650	6,907	9,557	9,413·5	7,[illegible]15	24,238	17,250	7,061	5,967	...	617	899	56,092	5 15 4	2 9 1
Ratnágiri	Local Board	160	4,751	6,538	11,289	10,799·6	8,190·5	29,726	15,871	...	9,843	...	206	69	55,715	5 2 [illegible]	2 12 0
	Municipal	12	1,145	915	2,060	1,906·1	1,558·3	2,946	1,028	4,326	2,597	...	...	2	10,8[illegible]	5 11 [illegible]	1 8 8
	Aided—																
	Other Schools	74	763	2,399	3,162	2,932·7	2,392·8	2,281	...	...	5,483	...	...	2,941	10,705	3 10[illegible]	0 12 5
	Total	246	6,659	9,852	16,511	15,638·4	12,141·6	34,953	16,899	4,326	17,923	...	206	3,012	77,31[illegible]	4 15 [illegible]	2 3 9
Kolába	Local Board	130	2,161	4,385	6,546	6,339·6	4,[illegible]2·7	19,793	19,212	...	5,166	...	181	56	44,21[illegible]	6 15 7	3 1 5
	Municipal	15	829	978	1,8[illegible]7	2,065·3	1,53[illegible]·8	4,729	3,41[illegible]	4,902	2,1[illegible]3	...	...	...	1[illegible],14[illegible]	7 5 [illegible]	2 4 7
	Aided—																
	Private Aided Maráth School, Mahád	1	...	92	92	87·4	69·6	126	...	25	289	...	...	1	441	5 1 1	1 7
	Other Schools	20	92	664	756	721·8	544·6	350	...	...	977	...	...	1,708	3,03[illegible]	4 3 4	0 7 8
	Unaided Schools	1	10	56	66	67·4	42·7	...	...	...	44	...	...	224	268	4 0 [illegible]	...
	Total	167	3,091	6,175	9,267	9,232·5	6,799·4	24,801	22,62[illegible]	4,927	8,579	...	181	1,989	63,10[illegible]	6 12 [illegible]	2 10 9
	NATIVE STATES.																
Kolhápur	Kolhápur	135	1,969	3,530	5,499	6,92[illegible]·1	5,564·1	...	...	...	5,844	44,215	...	19	50,078	7 3 9	...
	Aided	24	245	517	762	750·2	633·6	...	...	...	864	1,687	...	...	2,551	3 6 [illegible]	...
	Total	159	2,214	4,047	6,261	7,670·3	6,197·7	...	...	...	6,708	45,902	...	19	52,629	8 13 9	...
Southern Maratha Agency.	Sángli	61	1,188	2,150	3,338	2,837	2,5[illegible]9	...	9,027	714	1,433	10,767	528	449	22,91[illegible]	8 1 [illegible]	...
	Aided	1	5	51	56	55	35	...	...	...	79	60	...	...	13[illegible]	2 8 5	...
	Total	62	1,193	2,201	3,394	2,892	2,[illegible]44	...	9,027	714	1,512	10,827	528	449	23,057	8 2 [illegible]	...
	Kurundvád	21	231	540	771	837·7	672	...	...	...	497	2,999	...	...	3,49[illegible]	4 2 9	...
	Aided	2	4	7	11	10	[illegible]8	...	...	...	...	66	...	...	6[illegible]	6 9 7	...
	Total	23	235	547	782	847·7	680	...	...	...	497	3,[illegible]65	...	...	3,5[illegible]2	4 3 [illegible]	...
	Mudhol	19	351	533	884	1,494·4	737·7	...	3,169	...	703	1,145	...	...	5,01[illegible]	3 5 [illegible]	...
	Miraj	54	588	1,154	2,042	2,321·1	1,793	...	...	...	9[illegible]0	14,338	...	...	15,2[illegible]8	6 9 4	...
	Aided	1	4	13	17	16·5	11	...	...	...	30	28	...	...	5[illegible]	3 10 [illegible]	...
	Total	55	592	1,467	2,059	2,337·6	1,804	...	...	...	980	14,366	...	...	15,346	6 9 [illegible]	...
	Jamkhandi	38	535	1,188	1,723	1,9[illegible]·1	1,500·6	...	...	...	91[illegible]	7,905	...	...	8,815	7 10 2	...
	Rámdurg	15	324	817	1,141	1,107	833	...	1,571	592	608	2,168	...	...	4,939	4 7 4	...
	Jath	22	234	485	719	735	562	...	3,50[illegible]	...	268	316	...	...	4,084	5 8 1[illegible]	...
	Daphlápur	3	21	71	92	89	71	...	314	...	...	...	...	...	314	3 9 4	...

SUBSIDIARY FORM No. 4—*continued*.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*							Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Native States.																
Dhárwár Agency.	Sávanúr	9	120	245	365	477·3	332·6	...	...	400	279	2,371	...	...	3,050	6 6 3	...
	Aided	5	20	88	108	97·3	74·3	...	...	...	311	60	...	...	371	3 13 2	...
	Total ...	14	140	333	473	574·6	406·9	...	...	400	590	2,431	...	...	3,421	5 15 4	...
Kolába Agency.	Janjira	46	557	1, 54	2,411	2,463·1	1,550	...	2,679	400	812	8,054	...	94	12,639	5 2 1	...
Sávantvádi Agency.	Sávantvádi	47	1,362	1,973	3,335	2,957·6	2,19·5	...	...	...	2,896	10,472	...	37	13,405	4 8 6	...
	Aided	44	471	1,092	1,563	1,392·4	1,152·4	...	...	...	2,183	871	...	...	3,054	2 3 1	...
	Total ...	91	1,833	3,065	4,898	4,350	3,351·9	...	...	...	5,079	11,343	...	37	16,459	3 12 6	...
	Police Schools.																
	In British Districts.																
Dhárwár ...	Police School, Dhárwár ...	1	6	24	30	30·2	23·4	...	...	...	...	...	...	...	...	...	...
	In Native States.																
Southern Maratha Agency.	Police School, Sángli ...	1	...	10	10	10	7	...	...	...	...	...	...	...	...	...	...
Sávantvádi Agency.	Police School, Sávantvádi	1	27	23	50	50·2	34·8	...	...	..	58	27	...	...	85	1 11 2	...
	Total, Police Schools ...	3	33	57	90	90·4	65·2	...	...	...	58	27	...	...	85	0 15 1	...
	Day Schools.																
Abstract for the Southern Division.	Government	1	180	70	200	196·6	149	332	...	...	148	...	...	...	480	2 7 2	1 11 1
	Local Board	1,093	10,356	37,433	56,794	62,254·4	45,323·9	1,62,577	1,64,009	...	48,788	...	648	570	3,76,592	6 0 9	2 9 9
	Municipal	123	5,162	8,316	13,478	13,994·4	10,726·3	28,643	11,220	40.7 6	14,543	...	170	154	95,186	6 13 2	2 0 9
	Aided	517	4,267	12,609	16,8 6	16,345·6	13,446·7	10,780	...	135	35,498	2,772	3,675	12,142	65,002	5 15 5	0 10 6
	Unaided	3	31	56	87	87·4	56·7	...	...	...	44	...	...	626	670	7 10 7	...
	Native States ...	470	7,480	14,840	22,320	24,139·4	18,324·6	...	2·,260	2,106	15,200	1,05,350	528	599	1,44,048	5 15 5	...
	Police Schools ...	3	33	57	90	90·4	65·2	...	...	..	58	27	...	...	85	0 15 0	...
	Total, Day Schools ...	2,210	36,459	73,386	1,09,845	1,17,.08·2	88,092·4	2,02,352	1,95,489	42,977	1,14,279	1,08,149	5,021	14,091	6,82,358	5 13 2	1 11 7
	Night Schools.																
Dhárwár ...	*Aided*— Bettigeri Mission... ...	1	4	9	13	13	10	15	...	...	8	...	...	33	56	4 14 11	1 2 5
	Native States.																
Kolhápur and Southern Maratha Agency.	Kolhápur	3	(Closed	owing to	Plague)	62·4	40·6	...	...	...	2	194	...	...	196	3 2 3	...
	Mudhol	1	6	33	39	62·8	17·9	...	72	...	5	45	...	...	122	1 15 1	...
	Sángli	10	66	227	293	216	134	...	...	72	...	1,290	...	...	1,362	6 4 10	...
Abstract for the Southern Division.	Aided...	1	4	9	13	13	10	15	...	....	8	...	...	33	56	4 4 11	1 2 5
	Native States	14	72	260	332	341·2	192·5	...	72	72	7	1,529	...	...	1,680	4 14 9	...
	Total, Night Schools ...	15	76	269	345	354·2	202·5	15	72	72	15	1,529	...	33	1,736	4 14 5	0 0 8
	Total, Day and Night Schools, Southern Division.	2,225	36,535	73,655	1,10,190	1,17,462	88,295	2,02,367	1,95,561	43,049	1,14,294	1,09,678	5,021	14,124	6,84,094	5 13 2	1 11 6
	Sind Division.																
	Day Schools.																
Karáchi ...	Local Board	52	1,031	1,536	2,567	2,321	1,804	12,782	15,682	...	877	...	...	30	29,371	12 10 6	5 8 1
	Municipal	16	682	1,485	2,167	1,872	1,425	6,043	1,229	9,397	2,266	...	...	28	18,963	10 2 1	3 3 8
	Aided—																
	Sind Madressa, ...	1	97	204	301	259	181	655	2,573	...	519	...	...	...	3,747	14 7 6	2 8 6
	Ruston ji P. Rabadi ...	1	69	116	185	172	142	615	...	540	714	...	...	627	2,496	14 8 2	3 9 3
	Church Mission School ...	1	97	320	417	398	247	1,245	...	...	773	...	...	344	1,587	3,958	9 15 2	3 2 1
	Jasraj Nagar School ..	1	33	151	184	137	137	581	...	180	535	...	...	328	1,624	11 13 7	4 3 10
	Narotamdas Kharadar ...	1	15	71	86	143	117	206	...	360	222	...	...	188	976	6 9 6	1 6 3
	Rupchand Goverdhandas...	1	40	157	197	192	166	143	...	110	402	...	...	184	839	4 5 11	0 11 11
	Hariram Ramchand ...	1	20	93	113	90	70	252	...	170	161	...	..	446	1,029	11 6 6	2 12 10
	Karsandas Pragji	1	48	241	289	299	201	536	...	220	754	...	...	398	1,908	6 6 1	1 2 8
	Rupchand Ratanchand ...	1	17	77	94	105	84	281	...	120	451	...	...	210	1,062	10 1 10	2 10 10
	Wamon Kashinath's School, Keamari... ...	1	10	32	42	34	28	118	...	180	45	...	33	...	376	11 0 11	3 7 6
	Sa skrit School, Karáchi.	1	16	19	35	40	25	105	...	560	...	...	33	...	698	17 7 2	2 10 0
	Desh Sudhár School, Ka áchi	1	13	20	33	87	59	193	...	100	111	...	446	...	850	9 11 7	2 3 6
	Narbada Shankar's School	1	10	57	67	72	50	139	...	300	...	...	...	178	617	8 9 1	1 14 1
	Pársi Virbaiji School ...	1	36	74	110	116	98	605	...	200	675	...	300	251	2,031	17 8 2	5 3 5
	Ajit Kumar School ...	1	12	31	43	46	34	185	...	...	139	...	...	403	727	15 12 1	4 0 4
	Methodist Episcopal School.	1	30	58	88	80	64	105	...	...	41	...	253	479	878	10 15 7	1 5 0
	ther Schools	150	62	4,798	4,860	4,650	3,997	4,326	...	180	141	...	15	22,002	26,664	5 11 9	0 14 11
	Unaided	1	8	71	79	73	56	...	...	...	...	...	60	153	757	10 5 11	...
	Total ...	235	2,346	9,611	11,957	11,191	8,983	29,115	19,484	12,617	8,826	...	2,028	27,502	99,572	8 14 4	2 9 8
	Night Schools.																
	Local Board	1	5	23	28	27	22	23	46	...	...	...	...	...	69	2 8 11	0 13 8
	Municipal	2	16	42	58	72	34	127	22	257	...	...	...	...	406	5 10 3	1 12 3
	Aided...	1	...	56	56	54	52	32	...	...	...	...	...	200	232	4 4 9	0 9 6
	Total ...	4	21	121	142	153	108	182	68	257	...	...	...	200	707	4 9 11	1 3 0

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Sind Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Hyderabad	Government	1	...	...	...	140	103	801	...	...	435	...	...	...	1,236	8 13 3	5 11 7
	Local Board	97	1,973	3,089	5,062	4,709	3,626	24,809	32,558	...	1,875	...	...	431	59,673	12 10 9	5 4 4
	Municipal	13	420	650	1,070	1,850	1,371	5,061	1,099	9,943	1,179	...	...	759	18,041	10 1 3	3 1 0
	Aided—																
	Church Mission Society's Vernacular School	1	...	...	...	170	123	386	...	...	36	...	255	279	1,280	7 8 6	2 4 4
	Hopeful School	1	...	...	...	258	203	772	...	...	1,027	...	681	...	2,480	9 9 10	2 15 11
	Navalrai Hiranand Academy Branch No. 1	1	...	...	...	186	164	756	...	...	1,721	...	686	...	2,463	13 3 10	4 1 0
	Navalrai Hiranand Branch No. 2	1	...	...	...	167	136	492	...	...	841	...	600	54	1,987	11 14 5	2 15 2
	Nava Vidayala Branch No. 1	1	...	...	...	231	190	473	...	...	1,240	...	476	...	2,169	9 6 3	2 2 2
	Other Schools	191	881	4,236	5,117	5,589	4,752	5,128	...	...	...	...	...	23,796	28,924	5 2 10	0 14 8
	Unaided	2	...	...	...	242	190	...	...	...	1,26	...	1,550	749	3,339	13 14 1	...
	Total	309	3,274	7,975	11,249	13, 42	10,851	39,298	34,657	9,943	9,201	...	4,042	26,068	1,22,212	9 0 5	2 14 5
	Night Schools.																
	Municipal	2	6	22	28	72	44	..	...	336	...	...	...	..	336	4 10 8	...
	Total	2	6	22	28	72	44	...	...	336	...	...	...	...	336	4 10 8	...
	Day Schools.																
Thar and Parkar.	Local Board	36	477	1,358	1,835	1,630	1,250	5,801	10,673	...	36	...	...	10	16,520	9 13 4	3 7 2
	Municipal	3	144	329	473	430	303	661	976	2,122	...	...	...	...	3,758	8 11 10	1 8 7
	Aided	41	81	905	98	968	867	727	...	...	...	...	...	3,280	4,007	4 2 3	0 12 0
	Total	80	704	2,592	3,296	3,078	2,425	7,188	11,649	2,122	36	...	...	3,290	24,285	7 14 2	2 5 4
	Night Schools.																
	Local Board	6	49	67	116	114	80	176	351	...	...	...	...	...	527	4 10 0	1 8 8
	Total	6	49	67	116	114	80	176	351	...	...	...	...	...	527	4 10 0	1 8 8
	Day Schools.																
Sukkur	Local Board	113	2,338	2,936	5,274	5,178	3,945	9,995	53,981	...	2,059	...	...	131	66,156	12 12 5	1 14 10
	Municipal	16	1,070	1,992	3,062	2,835	2,208	7,723	1,459	17,412	3,36	...	...	35	29,992	10 9 3	2 11 9
	Aided—																
	Anjuman Islam, Sukkur	1	27	99	126	115	96	239	...	360	1 2	...	16	...	717	6 3 9	2 1 3
	Others	307	12	10,923	10,9 5	10,893	9,513	9,271	250	3 5	16	...	259	51,937	62,259	5 11 5	0 13 8
	Total	437	3,447	15,950	19,397	19,021	15,762	27,218	55,690	18,147	5,691	...	275	52,103	1,59,124	8 5 10	1 6 11
	Night Schools.																
	Local Board	2	...	75	75	74	61	89	178	...	...	...	...	...	267	3 9 9	1 3 3
	Municipal	3	...	116	116	114	85	99	11	167	...	...	...	...	277	2 6 2	0 13 11
	Aided (others)	4	...	111	1 1	107	91	50	...	...	...	...	...	304	354	3 5 11	0 7 6
	Total	9	...	3 2	302	295	237	238	189	167	...	...	....	304	898	3 0 8	0 12 11
	Day Schools.																
Upper Sind Frontier.	Local Board	31	418	896	1,314	1,246	943	3,551	14,526	...	...	...	...	13	18,090	14 8 3	2 13 7
	Municipal	1	48	72	120	123	97	349	...	1,168	138	...	...	...	1,655	13 7 3	2 13 5
	Aided (others)	33	...	1,040	1,04	1,035	878	769	...	...	...	...	...	4,942	5,711	5 8 2	0 11 0
	Total	65	466	2,008	2,474	2,404	1,918	4,669	14,526	1,168	138	...	...	4,955	25,456	10 9 8	1 15 0
	Night Schools.																
	Local Board	3	...	56	56	58	40	117	234	...	...	...	...	...	351	6 0 10	2 0 3
	Municipal	1	...	22	22	23	18	31	...	61	...	...	...	...	92	4 0 0	1 5 7
	Aided (others)	1	...	37	37	37	32	45	...	...	...	...	...	94	139	3 12 1	1 3 6
	Total	5	...	115	115	118	90	193	234	61	...	...	...	94	582	4 14 10	1 10 2
	Native States.																
	Day Schools.																
Khairpur State	Khairpur State	133	1,223	3,668	4,891	4,150	3,640	...	...	....	...	19,418	...	...	19,418	4 10 10	...
	Total	133	1,223	3,668	4,891	4,150	3,640	...	...	...	...	19,418	...	...	19,418	4 10 10	...
	Day Schools.																
Sind Abstract.	Government	1	...	...	...	140	103	801	...	...	435	...	...	...	1,236	8 13 1	5 12 3
	Local Board	329	6,237	9,815	16,052	15,134	11,570	56,928	1,27,420	...	4,847	...	...	615	1,89,810	12 8 8	3 12 2
	Municipal	49	2,394	4,528	6,892	7,110	5,409	20,436	4,763	40,042	6,946	...	...	822	73,009	10 4 3	2 13 5
	Native States	133	1,223	3,668	4,891	4,150	3,640	...	...	...	...	19,418	...	...	19,418	4 10 10	...
	Aided	744	1,628	23,722	25,350	26,537	22,663	29,323	2,823	3,955	10,407	...	4,391	1,11,579	1,62,478	6 1 7	1 1 8
	Unaided	3	8	71	79	315	246	...	...	...	1,26	...	1,954	902	4,116	1 3 1	...
	Total	1,359	11,460	41,804	53,264	53,386	43,601	1,07,488	1,35,006	43,997	23,895	19,418	6,345	1,13,918	4,50,067	8 6 11	2 0 3

SUBSIDIARY FORM No. 4—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SIND DIVISION—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
Sind Abstract —*contd.*	Local Board	12	54	221	275	283	203	405	809	...	...	...	...	...	1,214	4 4 8	1 6 10
	Municipal	8	22	202	224	281	181	257	33	821	...	...	...	...	1,111	3 15 3	0 14 8
	Aided...	6	...	204	204	198	175	127	...	...	...	...	...	598	725	3 10 7	0 10 3
	Total ...	26	76	627	703	762	559	789	842	821	...	...	...	598	3,050	4 0 1	1 0 7
	TOTAL, SIND ...	1,285	11,536	42,431	53,967	54,148	44,160	1,08,277	1,35,848	44,818	23,895	19,418	6,845	1,14,516	4,53,117	8 5 11	2 0 0
	Day Schools.																
	"*Government.*"																
Aden	Residency Crater Arabic School	1	28	43	71	75	52	480	...	314	...	...	...	...	794	10 9 5	6 6 5
	Residency Tawahi Arabic School	1	16	85	101	101	90	...	...	709	...	...	...	...	709	7 1 5	*Nil.*
	Residency Shaikh Othman Arabic School ...	1	7	65	72	81	55	...	...	640	...	...	...	...	640	7 14 5	*Nil.*
	"*Aided.*"																
	Gujarâti Teaching School.	1	24	48	72	...	...	222	...	...	...	...	...	...	222	...	...
	Hebrew do. ...	4	...	233	233												
	Koran do. ...	19	...	880	880												
	"*Unaided.*"																
	Hebrew Teaching School.	...	...	...	...												
	Koran do. ...	4	...	46	46												
	Total, Aden ...	31	75	1,400	1,475	257	197	702	...	1,663	...	...	...	...	2,365	9 3 3	2 11 8
	GRAND TOTAL ...	8,219	1,41,904	3,21,548	4,63,452	4,74,57	3,54,618	7,53,399	8,21,998	2,79,665	3,57,268	5,51,274	46,573	2,49,773	30,59,956	6 7 2	1 9 5

SUBSIDIARY FORM No. 5.

Statistical Return of Primary Schools (Vernacular) for Girls for the official year 1901-1902.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Central Division.																
Bombay ...	Municipal	19	297	1,192	1,489	1,474	1,024	6,381	...	17,492	2,548	...	...	524	26,945	18 4 6	4 5 3
	Aided Schools.																
	Bene Israel Girls' School, Khadak ...	1	15	46	61	75	54	120	...	54	57	...	...	1,265	1,496	19 15 1	1 9 7
	C. M. Society's School, Girgaum ...	1	13	11	24	108	78	203	...	90	102	...	...	1,175	1,570	14 8 7	1 14 1
	F. C. M. Girls' School, Amroli ...	1	51	99	150	143	103	255	...	120	333	...	...	2,458	3,166	21 4 0	1 11 4
	Do. Girgaon	1	31	40	71	87	67	197	...	90	162	...	...	1,660	2,109	24 3 10	2 4 3
	Do. Gawália Tank Road .	1	27	53	80	50	50	76	...	35	133	...	...	1,642	1,886	37 11 6	1 8 4
	Indian Female Normal School, Umarkhádi	1	28	74	102	114	84	193	...	90	85	...	...	1,777	2,145	18 13 1	1 11 1
	Israelite Girls' School, ...	1	16	41	57	48	47	170	...	80	...	...	978	...	1,228	25 9 4	3 8 8
	M. E. Mission Girls' School, Mázgaon ..	1	27	67	94	70	77	206	...	95	23	...	...	2,222	2,546	32 3 8	2 9 9
	A. M. Do. School, Seven Roads ...	1	18	46	64	69	41	90	...	39	22	...	...	681	832	12 0 11	1 4 11
	S. L. and S. Society's Bhagvandas Purshottamdas Girls' School .	1	42	85	127	117	79	300	...	139	162.	...	45	675	1,321	11 4 8	2 9 0
	Do. Bhau Dáji Girls' School ...	1	34	58	92	106	65	262	...	124	99	...	45	648	1,178	11 1 9	2 7 6
	Do. Jaggannath Shankarshet, Girls' School ...	1	61	52	113	125	95	328	...	150	181	...	45	751	1,455	11 10 3	2 10 0
	S. P. G. Mission School, New Wadi ...	1	23	79	102	98	73	219	...	100	39	...	...	697	1,051	10 11 7	2 3 9
	St. Andrews Girls' School Mázgaon ...	1	18	39	57	58	48	71	...	32	34	...	439	957	1,533	26 6 10	1 3 7
	Alexandra School	1	...	67	67	78	64	326	...	145	2,242	...	237	1,720	4,670	59 13 11	4 2 10
	Britania do.	1	53	47	100	101	78	390	...	173	1,078	...	...	204	1,845	18 4 3	3 13 9
	Fort Zoroastrian School	1	48	100	148	141	95	394	...	174	1,141	...	...	351	2,059	14 9 8	2 12 7
	Gokuldas Tejpal School...	1	73	129	202	189	132	512	...	239	...	...	...	2,231	3,032	16 0 8	2 13 10
	Jivaraj Balu School	1	31	77	108	113	85	108	...	48	...	...	...	934	1,090	9 10 4	0 15 3
	Khetwádi Zartosti School... ...	1	58	79	137	141	111	277	...	123	642	...	...	337	1,379	9 12 6	1 15 5
	Merwanji Setna's do.	1	28	31	59	55	43	242	...	108	444	...	32	644	1,470	26 11 7	4 6 8
	Sir C. J. Readymoney do.	1	42	66	108	110	84	262	...	116	748	...	40	204	1,370	12 7 3	2 6 1
	Sir Mangaldas School	1	38	69	107	93	65	327	...	145	130	...	...	1,557	2,159	23 3 5	3 8 3
	Young Ladies' do.	1	51	45	96	98	80	442	...	196	1,485	...	...	...	2,123	21 10 7	4 8 2
	Zenana Bible and M. M. School ...	1	5	43	48	55	36	108	...	48	55	...	...	1,803	2,014	36 9 10	1 15 5
	Sir J. J. Fort Girls' School	1	108	148	256	244	187	337	...	...	87	...	374	2,085	2,883	11 13 1	1 6 1
	Do. Dhobi Talao do.	1	97	107	204	206	159	337	...	...	146	...	374	2,074	2,931	14 3 8	1 10 2
	Do. Mumbádevi do.	1	78	76	154	152	112	337	...	...	46	...	374	2,172	2,929	19 4 4	2 3 6
	Other Schools	5	16	257	273	271	193	259	...	113	23	...	1,013	3,607	5,015	18 8 1	0 15 3
	Total, Aided ...	33	1,130	2,131	3,261	3,331	2,485	7,377	...	2,866	9,699	...	3,996	36,547	60,485	18 2 7	2 3 5
	Unaided	6	455	536	991	891	739	...	...	...	403	...	...	930	1,338	1 8 0	0 13 3
	Total ...	58	1,882	3,859	5,741	5,695	4,248	13,758	...	20,358	12,655	...	3,996	38,001	88,768	15 9 5	2 6 8
Poona ...	Government	1	49	128	177	175	124	1,039	30	...	160	...	...	82	1,311	7 7 10	5 15 0
	Local Board	2	1	59	60	123	75	738	...	...	...	...	...	...	738	6 0 0	6 0 0
	Municipal	12	63	553	616	641	373	1,834	80	3,957	4	...	11	11	5,897	9 3 2	2 13 9
	Poona Agency	1	...	25	25	26	13	...	287	...	...	...	...	...	287	11 0 7	...
	Aided.																
	Zoroastrian Girls' School, Main Street.	1	24	46	70	80	64	482	...	...	735	...	127	274	1,618	20 3 7	6 0 5
	Z. M. Girls' School, Nana's Peth ...	1	14	65	79	93	50	289	...	...	...	...	846	...	1,135	12 3 3	3 1 9
	Do. Kámáthipura ...	1	12	88	100	94	78	421	...	...	...	...	811	...	1,232	13 10 3	4 7 8
	Do. Shanwár Peth ...	1	7	57	64	80	43	128	...	...	...	...	906	...	1,034	12 14 10	1 9 7
	Do. Kasbá do. ...	1	27	124	151	143	81	541	...	...	...	...	1,221	7	1,769	12 5 11	3 12 6
	Do. Sadáshiv do. ...	1	20	63	83	89	67	407	...	...	...	...	1,070	...	1,477	16 9 6	4 9 2
	Do. Vetál do. ...	1	13	85	98	98	55	406	...	...	...	...	1,178	2	1,586	16 2 11	4 2 3
	F. C. M. School, Rastya's Peth ...	1	8	73	81	83	50	124	...	...	...	...	...	1,387	1,511	18 3 3	1 7 11
	Do. A'ditwár Peth.	1	6	99	105	73	44	287	...	...	...	...	...	1,255	1,542	21 2 0	3 14 11
	Do. Vetál Do.	1	3	52	55	63	37	111	...	...	...	...	...	841	952	15 1 9	1 12 2
	St. Michael's Girls' School, Vetál Peth	1	40	71	111	99	98	367	...	...	18	...	1,343	...	1,728	17 7 3	3 11 4
	F. C. M. School, Camp Orphanage ...	1	11	46	57	50	31	148	...	...	...	...	...	1,052	1,200	24 0 0	2 15 4
	Z. M Girls' School, Civil Lines ...	1	24	113	137	127	79	186	...	...	...	...	2,014	...	2,200	17 5 2	1 7 5
	Anjuman-i-Islam Girls' School, Main Street	1	16	55	71	72	53	...	...	...	...	...	...	1,032	1,032	14 5 4	...
	A. M. Girls' School, Sirúr	1	26	149	175	159	132	187	...	...	...	...	...	1,677	1,864	11 11 7	1 2 10
	Other Schools	11	13	409	422	400	263	654	...	60	32	...	1,003	3,905	5,654	14 2 2	1 10 2
	Total, Aided Schools ...	26	264	1,595	1,859	1,803	1,228	4,738	...	60	785	...	10,569	11,432	27,584	15 4 9	2 10 1
	Unaided	1	...	27	27	28	19	...	...	...	...	...	150	232	382	13 10 3	...
	Total ...	43	377	2,387	2,764	2,796	1,832	8,349	457	4,017	949	...	10,730	11,757	36,199	12 15 2	2 15 9
Sattára ...	Local Board	6	10	278	288	273	126	1,525	...	...	...	...	...	...	1,525	5 9 5	5 9 5
	Municipal	6	41	359	400	413	188	803	185	1,340	...	...	...	7	2,335	5 10 6	1 15 1
	Sátára Agency	2	14	96	110	101	60	...	148	332	...	...	...	...	480	4 12 0	...
	Aided.																
	A. M. Girls' School, Dhorwádi... ...	1	...	27	27	30	21	84	...	...	...	...	...	165	249	8 4 10	2 12 10
	Do. No. I, Wái ...	1	10	63	73	74	43	235	...	...	...	...	...	477	712	9 9 11	3 2 10
	Do. No. II. do. ..	1	6	36	42	49	37	123	...	...	...	...	...	520	643	13 2 0	2 8 2
	Total, Aided Schools ...	3	16	126	142	153	101	442	...	...	...	...	...	1,162	1,604	10 7 9	2 14 3
	Total ...	17	81	859	940	940	475	2,770	333	1,672	...	...	...	1,169	5,944	6 5 2	2 15 2

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Sholápur ...	Local Board	4	15	161	176	148	108	1,202	...	...	...	...	...	...	1,202	8 1 11	8 1 11
	Municipal	8	47	258	305	533	329	1,432	43	3,047	9	...	...	6	4,537	8 8 2	2 11 0
	Sholápur Agency	1	10	52	62	61	45	...	316	...	...	...	...	...	316	5 2 11	..
	Aided.																
	A. M. Waroneco's School	1	27	77	104	108	97	137	...	...	...	...	1,082	...	1,219	11 4 7	1 4 4
	Do. Sglivada	1	7	42	49	58	44	112	...	...	...	...	306	...	418	7 3 4	1 14 11
	Other Schools	1	7	78	85	95	75	204	...	...	...	...	860	...	1,064	11 3 2	2 2 4
	Total, Aided Schools ...	4	41	197	238	261	216	453	...	...	...	...	2,248	...	2,701	10 5 7	1 11 9
	Total ...	19	113	668	781	1,003	698	3,087	359	3,047	9	...	2,248	6	8,756	8 11 8	3 1 3
Ahmednagar	Local Board	10	44	475	519	512	299	3,685	...	...	...	...	...	...	3,685	7 3 2	7 3 2
	Municipal	5	35	291	326	341	208	513	138	1,222	...	...	...	47	1,920	5 10 1	1 8 1
	Aided.																
	A. M. Girls' School, Sglivada... ...	1	11	79	90	103	71	196	...	...	...	...	940	...	1,136	10 0 6	1 14 5
	Do. Juna Bázár ...	1	6	84	90	88	63	126	...	...	...	...	1,029	...	1,155	13 2 0	1 6 11
	Do. Málivada	1	18	60	78	77	54	335	...	...	...	...	860	...	1,195	15 8 4	4 5 7
	S. P. G. Mission Girls' School	1	92	105	197	186	175	671	..	...	...	...	...	5,810	6,481	34 13 6	3 9 9
	A. M. Girls' Boarding ,, ...	1	154	127	281	272	248	845	...	...	37	...	2,115	...	2,997	11 0 4	3 1 8
	Other Schools	3	70	253	323	264	238	330	...	...	10	...	...	2,840	3,230	12 3 9	1 7 0
	Total, Aided Schools ...	8	351	708	1,059	999	849	2,553	...	...	47	...	4,944	8,650	16,194	16 5 9	2 9 3
	Unaided	3	5	149	154	149	125	...	...	...	...	...	...	1,827	1,827	12 4 2	...
	Total ...	26	435	1,623	2,058	1,992	1,481	6,751	138	1,222	47	...	4,944	10,524	23,626	11 13 9	3 6 3
Nasik ,,	Local Board	3	13	137	150	136	93	1,007	...	...	...	...	...	...	1,007	7 6 6	7 6 6
	Municipal	5	33	281	314	264	151	643	46	1,247	...	...	...	...	1,936	7 5 11	2 7 0
	Aided.																
	C. M. S. Girls' School, Sháranpur ...	1	18	51	69	76	67	334	...	...	...	...	...	1,040	1,374	18 1 3	4 6 4
	Do. Igatpuri ...	1	4	67	71	62	41	101	...	...	...	...	...	393	494	7 15 6	1 10 1
	Do. Málegaon ...	1	8	33	41	42	29	102	...	...	...	...	...	333	435	10 5 9	2 6 10
	Z. M. Girls' ,, A'ditwár Peth ...	1	...	51	51	56	23	128	...	...	...	...	...	644	772	13 12 7	2 4 7
	Other Schools	4	12	145	157	173	102	232	...	24	...	...	...	1,619	1,875	10 13 5	1 5 5
	Total, Aided Schools ...	8	42	347	389	409	262	897	...	24	...	...	...	4,029	4,950	12 1 8	2 3 4
	Total ..	16	88	765	853	809	506	2,547	46	1,271	...	...	...	4,029	7,893	9 12 1	3 2 1
Khándesh...	Local Board	3	..	96	96	116	83	794	...	...	...	...	...	...	794	6 13 6	6 13 6
	Municipal	11	60	502	562	569	328	720	131	3,006	...	...	...	26	3,883	6 13 2	1 4 3
	Aided.																
	C. M. S. School, Dhulia...	1	8	67	75	47	32	66	...	...	...	...	...	573	639	13 9 6	1 1 6
	Total ...	15	68	665	733	732	443	1,580	131	3,006	...	...	...	599	5,316	7 4 2	2 2 6
Abstract, Central Division.	Government	1	49	128	177	175	124	1,039	30	...	160	...	...	82	1,311	7 7 10	5 15 0
	Local Board	28	83	1,206	1,289	1,308	784	8,951	...	...	...	...	...	...	8,951	6 13 6	6 13 6
	Municipal	66	576	3,436	4,012	4,235	2,601	12,326	623	31,311	2,561	...	11	621	47,453	11 3 3	2 14 7
	Native States	4	24	173	197	188	118	...	751	332	...	...	...	...	1,083	5 12 2	...
	Aided	85	1,852	5,171	7,023	6,993	5,173	16,526	...	2,950	10,531	...	21,757	62,393	1,14,157	16 5 2	2 5 10
	Unaided	10	460	712	1,172	1,068	883	...	...	...	408	...	150	2,989	3,547	3 5 2	...
	Total, Central Division ...	194	3,044	10,826	13,870	13,967	9,683	38,842	1,404	34,593	13,660	...	21,918	66,085	1,76,502	12 10 2	2 12 6
	NORTHERN DIVISION.																
Ahmedabad.	Government	1	45	91	136	135	82	1,134	...	...	...	...	...	...	1,134	8 6 5	8 6 5
	Local Board	20	254	1,124	1,378	1,364	887	...	8,497	...	...	...	...	...	8,497	6 3 8	...
	Municipal Board within contract ...	12	285	1,111	1,396	1,334	960	2,124	725	5,125	...	...	...	26	8,000	5 16 11	1 9 6
	Aided.																
	Ahmedabad Mission School, No. I...	1	30	98	128	125	77	410	...	...	14	...	...	789	1,213	9 11 3	3 4 6
	Do. No. II...	1	26	107	133	134	86	368	...	...	24	...	...	677	1,069	7 15 8	2 11 11
	Do. No. III...	1	4	46	50	29	21	165	...	...	6	...	...	335	506	17 7 2	5 11 0
	Do. No. IV...	1	33	89	122	123	74	379	...	...	4	...	...	797	1,180	9 9 6	3 1 4
	Do. No. V...	1	15	86	101	103	66	287	...	...	21	...	...	533	841	8 2 8	2 12 7
	R. B. Maganbhai K.	1	134	183	317	303	229	654	...	220	...	...	103	667	1,644	5 6 10	2 2 6
	Harkunvar Shethani	1	53	158	211	213	159	391	...	84	...	...	...	565	1,040	4 14 1	1 13 4
	Ráo Bahádur Ranchhodlal C.	1	56	133	189	183	121	290	...	...	...	...	...	605	895	4 14 3	1 9 4
	Mission, Ghoga	1	...	38	38	36	22	135	...	...	...	...	...	256	391	10 13 9	3 12 0
	Others	2	6	132	138	129	93	103	...	...	4	...	...	434	541	4 3 1	9 12 9
	Total ...	44	941	3,396	4,337	4,211	2,877	6,440	9,222	5,429	73	...	103	5,684	26,951	6 6 5	1 8 0
Kaira ...	Local Board	14	75	548	623	638	475	...	5,021	...	...	...	...	...	5,021	11 7 5	...
	Municipal Board	11	137	612	749	1,214	693	1,815	831	4,739	1	...	20	68	7,474	6 2 6	1 7 11
	Aided.																
	Borsad Mission, No. I	1	45	135	180	168	141	443	...	...	...	...	...	877	1,320	7 13 9	2 10 2
	Do. No. II	1	7	46	53	43	25	111	...	...	...	...	...	394	505	11 11 11	2 9 4
	A'nand Mission, No. I	1	57	128	185	182	161	202	...	...	...	...	...	1,175	1,377	7 9 1	1 1 9
	Total ...	28	321	1,469	1,790	2,445	1,495	2,571	5,852	4,739	1	...	20	2,514	15,697	6 6 9	1 0 10

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	NORTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Panch Mahals.	Local Board	4	25	183	208	193	123	...	1,260	...	...	...	...	...	1,260	6 8 6	...
	Municipal Board	2	46	188	234	229	142	443	292	394	...	...	...	49	1,178	5 2 4	1 15 0
	Unaided	1	...	189	189	188	185	...	...	...	...	...	4,370	...	4,370	23 3 11	...
	Total	7	71	560	631	610	450	443	1,552	394	...	...	4,370	49	6,808	11 2 7	0 11 7
Broach	Local Board	6	37	258	295	193	102	..	1,011	...	...	...	...	...	1,011	5 3 10	...
	Municipal Board	5	116	558	674	743	347	1,347	486	2,835	...	...	1	...	4,669	6 4 7	1 13 0
	Aided—																
	Sir Jamsetji Petit	1	49	40	89	86	61	375	...	...	...	...	...	1,159	1,534	17 13 5	4 5 9
	Others	3	7	126	133	145	88	178	...	...	...	...	...	614	792	5 7 5	1 3 8
	Total	15	209	982	1,191	1,167	598	1,900	1,497	2,835	...	...	1	1,773	8,006	6 13 9	1 10 1
Surat	Local Board	24	223	1,130	1,353	1,482	764	...	6,627	...	...	...	...	...	8,627	4 7 7	...
	Municipal Board	3	40	149	189	178	112	432	175	544	...	...	...	...	1,151	6 7 6	2 6 10
	Aided—																
	Mission No. I	1	33	60	93	98	75	338	...	...	...	...	...	1,461	1,799	18 5 9	3 7 2
	Do. No. II	1	14	72	86	71	50	289	...	...	...	...	...	823	1,112	15 10 7	4 1 2
	Do. No. III	1	35	40	75	69	47	153	...	...	...	...	...	1,087	1,240	17 15 6	2 3 6
	Do. No. IV	1	18	62	80	80	44	295	...	...	...	...	...	804	1,099	13 11 10	3 11 0
	Do. No. V	1	17	92	109	115	72	382	...	...	...	...	...	871	1,253	10 14 4	3 5 2
	Do. No. VI	1	20	32	52	57	41	323	...	...	15	...	...	755	1,093	19 2 10	5 10 8
	Do. No. VIII	1	21	50	71	70	47	305	...	...	...	...	...	880	1,185	16 14 10	4 5 9
	Ránder Mission No. VII	1	12	76	88	76	39	275	...	...	...	...	...	852	1,127	14 13 3	3 9 11
	Raichand Dipchand No. I	1	109	211	320	282	185	605	...	720	...	...	...	276	1,601	5 10 10	2 2 4
	Do. No. II	1	55	112	167	167	97	409	...	...	...	...	...	498	907	5 6 11	2 7 2
	Nitibodh	1	20	55	75	95	46	147	...	...	...	...	283	...	430	4 8 5	1 8 9
	Sir Jamsetji Jijibhai No. I	1	53	100	153	146	112	...	...	...	...	...	...	717	717	4 14 7	...
	Do. No. II	1	33	30	63	59	44	...	...	...	...	...	...	423	423	7 2 9	...
	Do. No. III	1	26	26	52	47	36	...	...	...	...	...	...	489	489	10 6 6	...
	Bulsar Do.	1	21	35	56	54	41	...	...	...	...	...	...	546	546	10 1 9	...
	Udvada Do.	1	16	39	55	53	37	...	...	...	...	...	...	348	348	6 9 1	...
	Total	43	766	2,571	3,137	3,199	1,889	3,953	6,802	1,264	15	...	283	10,830	23,147	7 3 9	1 3 9
Thána	Local Board	5	39	193	232	228	154	...	1,344	...	...	...	...	...	1,344	5 14 4	...
	Municipal Board within Contract	8	52	378	430	451	196	1,243	645	2,181	...	...	...	5	4,074	9 0 6	2 12 1
	Do. without Contract	1	4	37	41	36	25	123	...	105	7	...	...	...	235	6 8 5	3 6 8
	Aided—																
	Free Church Mission, Thána	1	13	78	91	77	51	230	...	...	...	...	...	804	1,034	13 6 10	2 15 10
	Total	15	108	636	794	792	426	1,596	1,989	2,286	7	...	...	809	6,687	8 7 1	2 0 3
Baroda Camp	Government—																
	Baroda Camp Girls' School	1	7	48	55	54	34	214	...	...	...	...	...	...	214	3 15 5	3 15 5
	Aided—																
	Methodist	1	33	120	153	161	121	412	...	...	...	...	2,463	...	2,875	17 13 9	2 8 11
	Total	2	40	168	208	215	155	626	...	...	...	...	2,463	...	3,089	14 5 11	2 14 7
Mahi Kántha	Native States	14	106	424	530	488	309	...	...	...	...	3,055	79	...	3,134	6 6 9	...
Pálanpur	Native States	3	41	179	220	196	126	...	...	...	...	1,802	13	63	1,878	9 9 4	...
Rewa Kántha	Native States	10	115	382	497	592	394	...	...	...	...	3,523	...	...	3,523	5 15 3	...
Cambay	Native States	3	42	153	195	200	112	..	...	...	...	995	...	...	995	4 15 7	...
Surat Agency	Native States	5	43	242	285	304	161	...	...	...	...	2,058	...	...	2,058	6 12 4	...
Cutch	Native States	13	103	478	581	722	390	...	300	...	...	4,784	271	370	5,725	7 14 10	...
	Aided	1	17	77	94	94	47	...	...	...	...	73	33	544	650	6 14 8	...
	Total	14	120	555	675	816	437	...	300	...	...	4,857	304	914	6,375	7 13 0	...
Baroda Agency	Aided—																
	Sir Jamsetji J., Navsári	1	45	76	121	133	72	...	...	...	...	...	...	453	453	3 6 6	...
	Do. Bilimora	1	30	33	63	64	47	...	...	...	...	...	...	406	406	6 5 6	...
	Do. Gandevi	1	13	17	30	31	23	...	...	...	...	...	...	295	295	9 8 3	...
	Total	3	88	126	214	228	142	...	...	...	...	...	...	1,154	1,154	5 1 0	...
Camp Deesá	Aided—																
	Mission School	1	10	42	52	42	26	176	...	...	...	...	...	486	662	15 2 2	4 3 1
Abstract, Northern Division.	Government	2	52	129	181	189	116	1,348	...	...	...	...	...	...	1,348	7 2 1	7 2 1
	Local Board	73	653	3,436	4,089	4,298	2,505	...	23,760	...	...	..	..	...	23,760	5 8 5	...
	Municipal Board	42	680	3,033	3,713	4,185	2,475	7,527	3,154	15,923	8	...	21	148	26,781	6 6 5	1 12 9
	Native States	48	460	1,858	2,318	2,502	1,492	...	300	...	...	16,217	363	433	17,313	6 14 9	...
	Aided	41	1,186	3,080	4,266	4,143	2,824	8,830	...	1,024	88	73	2,882	23,695	36,592	8 13 4	2 2 1
	Unaided	1	...	189	189	188	185	...	...	...	...	...	4,370	...	4,370	23 3 11	...
	Total, Northern Division	207	3,021	11,735	14,756	15,505	9,597	17,705	27,214	16,947	96	16,290	7,636	24,276	1,10,164	7 1 8	1 2 3

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	KA'THIA'WA'R.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Káthiáwár...	Native States Girls' Schools (Aided)—																
	Agency	23	303	1,280	1,583	1,470	1,044	...	...	1,106	39	7,623	127	166	9,061	6 2 7	...
	Private	2	16	51	67	62	43	...	...	...	...	330	2	...	332	5 5 8	...
	State	65	1,595	5,888	7,483	6,865	4,633	...	...	...	...	39,175	350	38	39,563	5 12 2	...
	Total ...	90	1,914	7,219	9,133	8,397	5,720	...	...	1,106	39	47,128	479	204	48,956	5 13 3	...
	Unaided Girls' School—																
	Private	1	5	64	69	71	52	...	...	...	...	...	...	509	509	7 2 8	...
	Total ...	91	1,919	7,283	9,202	8,468	5,772	...	...	1,106	39	47,128	479	713	49,465	5 13 5	...
	SOUTHERN DIVISION.																
Dhárwár ...	Local Board	18	87	567	654	892·3	533·8	...	4,596	...	...	...	...	198	4,794	5 5 11	...
	Municipal	15	136	1,003	1,139	1,199·6	715·5	2,355	452	4,234	...	...	3	1	7,045	5 13 11	1 15 5
	Aided	1	2	31	33	37·	25·	72	...	...	...	...	...	195	267	7 3 5	1 15 1
	Total ...	34	225	1,601	1,826	2,128·9	1,274·3	2,427	5,048	4,234	...	...	3	394	12,106	5 10 11	1 2 2
Belgaum ...	Local Board	9	17	281	298	416·2	243·1	...	3,321	...	...	...	...	...	3,321	7 15 8	...
	Municipal	6	40	345	385	438·9	275·3	1,339	301	1,303	...	...	...	94	3,037	6 14 8	3 0 9
	Aided	4	18	181	199	203·4	150·3	290	...	...	...	...	95	976	1,361	6 11 0	1 6 9
	Total ...	19	75	807	882	1,058·5	668·7	1,629	3,622	1,303	...	...	95	1,070	7,719	7 4 8	1 8 7
Bijápur ...	Local Board	7	36	298	334	312·	210·	...	1,700	...	...	...	...	...	1,700	5 7 2	...
	Municipal	5	30	261	291	242·2	163·3	572	185	883	...	...	...	2	1,642	6 12 5	2 5 9
	Aided—																
	Basel Mission Orphanage, Guledgudd	1	27	58	85	83·8	32·6	461	...	...	...	...	...	3,607	4,068	48 8 8	5 8 0
	Other Schools	1	2	36	38	37·9	23·3	30	...	...	...	...	...	355	385	10 2 6	0 12 8
	Total ...	14	95	653	748	675·9	479·2	1,063	1,885	883	...	...	...	3,964	7,795	11 8 6	1 9 2
Kánara ...	Local Board	2	37	119	156	148·2	111·1	...	1,038	...	...	...	...	...	1,038	7 0 1	...
	Municipal	5	48	227	275	332·5	207·8	856	357	1,298	...	...	25	54	2,590	7 12 7	2 9 2
	Total ...	7	85	346	431	480·7	318·9	856	1,395	1,298	...	...	25	54	3,628	7 8 9	1 12 6
Ratnágiri ...	Local Board	2	41	168	209	186·	117·7	...	813	...	...	...	...	206	1,024	5 8 1	...
	Municipal	3	64	219	283	260·3	180·5	348	154	1,105	2	...	...	...	1,609	6 2 10	1 5 4
	Aided—																
	All Saints' Orphanage, Dápoli ...	1	9	15	24	18·3	17·6	306	...	...	...	...	...	390	696	38 0 6	16 11 6
	Ladys' Association Caste Girls' School, Dápoli	1	9	38	47	11·7	12·3	334	...	...	...	...	...	878	1,212	103 9 5	28 8 9
	Total ...	7	123	440	563	476·3	328·1	988	972	1,105	2	...	...	1,474	4,541	9 8 6	2 1 2
Kolába ...	Municipal...	5	51	212	263	302·4	151·1	750	541	1,074	...	...	...	15	2,380	7 13 11	2 7 8
	Aided—																
	Revdanda Mission	1	7	43	50	50·	31·	166	...	...	...	...	...	345	511	10 3 6	3 5 1
	Total ...	6	58	255	313	352·4	182·1	916	541	1,074	...	...	...	360	2,891	8 3 3	2 9 7
	Native States.																
Kolhápur and Southern Maratha Agency.	Kolhápur	24	92	725	817	1,067·2	599·5	...	...	...	...	8,812	...	...	8,812	8 4 1	...
	Miraj	10	24	287	311	331·5	232·9	...	...	...	...	3,131	...	...	3,131	9 7 1	...
	Sángli	10	49	504	553	489·	252·	...	...	360	...	2,825	...	...	3,185	6 8 2	...
	Mudhol	2	...	72	72	139·8	39·3	...	330	...	...	284	...	...	614	4 6 3	...
	Kurundvád...	1	1	24	25	23·2	18·8	...	...	...	...	160	...	...	160	6 14 4	...
	Jamkhandi	3	10	97	107	127·6	76·3	...	...	...	...	792	...	...	792	6 3 4	...
	Rámdurg	1	8	92	100	85·	50·	...	...	...	...	561	...	...	561	6 9 7	...
	Jath	1	8	39	47	43·	34·	...	...	...	...	467	...	...	467	10 13 9	...
Dhárwár Agency.	Sávanúr	2	12	127	139	142·	94	...	...	...	...	592	...	...	592	4 2 8	...
Kolába Agency.	Janjira	12	13	438	451	453·2	138·8	...	1,579	100	6	713	...	14	2,412	5 5 2	...
Sávantvádi Agency.	Sávantvádi	3	61	225	286	253·6	153·9	...	...	...	...	2,054	...	75	2,129	8 6 4	...
	Aided	1	5	24	29	26·3	22·8	...	...	...	...	60	...	...	60	2 4 6	...
	Total ...	4	66	249	315	279·9	176·7	...	...	...	...	2,114	...	75	2,189	7 13 1	...
Abstract of Southern Division.	Local Board	38	218	1,433	1,651	1,954·7	1,215·7	...	11,473	...	...	...	...	404	11,877	6 1 2	...
	Municipal	39	369	2,267	2,636	2,775·9	1,693·5	6,220	1,990	9,897	2	...	28	166	18,303	6 9 6	2 3 10
	Native States	69	278	2,630	2,908	3,155·1	1,684·5	...	1,909	...	6	20,391	...	89	22,855	7 3 10	...
	Aided	11	79	426	505	468·4	364·9	1,659	...	460	...	60	95	6,746	8,560	18 4 4	3 8 8
	Total, Southern Division ...	157	944	6,756	7,700	8,354	4,958	7,879	15,372	10,357	8	20,451	123	7,405	61,595	7 5 11	0 15 1

SUBSIDIARY FORM No. 5—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	SIND.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Karáchi ...	Municipal	7	88	431	519	453	340	2,723	672	5,329	...	...	...	64	8,788	19 6 5	6 0 2
	Aided—																
	Church of England, Zenana Mission School, Kharadar.	1	10	87	97	87	62	222	...	...	...	...	...	1,415	1,637	18 13 1	2 8 10
	Do. do. Gadekhata ...	1	21	85	106	109	81	332	...	...	...	...	...	1,014	1,346	12 5 7	3 0 9
	Do. do. Ranchore ...	1	26	88	114	107	66	511	...	...	...	...	...	1,391	1,902	17 10 4	4 12 5
	Do. do. Sadar Bazár ...	1	11	58	69	68	41	228	...	...	...	...	...	1,453	1,681	24 11 6	3 5 8
	Do. do. Joria Bazár ...	1	8	92	100	78	55	230	...	...	...	...	...	1,005	1,235	15 13 4	2 15 2
	Other Schools	15	4	570	574	555	454	494	...	...	...	...	...	2,647	3,141	5 10 7	0 14 3
	Total ...	27	168	1,411	1,579	1,457	1,099	4,740	672	5,329	...	...	...	8,989	19,730	13 8 8	3 4 1
Hyderabad .	Local Board	2	...	16	16	63	41	50	196	500	...	...	...	...	746	11 13 6	0 12 8
	Municipal	4	...	...	...	260	163	1,511	...	2,664	...	...	...	...	4,175	16 0 11	5 14 6
	Aided—																
	Church Mission Society's Girls' School	1	...	...	...	85	40	676	...	...	...	...	138	2,380	3,194	37 9 3	7 15 3
	Girls' School, Khiato Tando	1	...	...	...	112	81	184	...	100	...	...	572	81	937	8 5 10	1 10 3
	Do. Chandiramani Lane ...	1	...	...	...	126	87	192	...	100	...	...	659	106	1,057	8 6 3	1 8 5
	Do. Dunhi Lane	1	...	...	...	90	58	153	...	100	...	...	392	220	865	9 9 9	1 11 2
	Do. Gidwani Lane	1	...	...	...	215	148	607	...	100	...	...	1,200	8	1,915	8 14 6	2 13 2
	Others	21	12	375	387	519	427	336	...	200	...	...	1,046	2,548	4,130	8 1 9	0 10 7
	Unaided	2	...	...	...	174	102	...	...	...	...	...	526	583	1,109	6 6 0	...
	Total ...	34	12	391	403	1,634	1,147	3,709	196	3,764	...	...	4,533	5,926	18,128	11 1 6	2 4 4
Thar and Párkar.	Local Board	4	33	136	169	146	121	512	1,025	...	...	...	...	...	1,537	10 8 5	3 8 1
	Municipal	2	34	108	142	128	86	...	...	964	...	...	...	...	964	7 8 6	...
	Total ...	6	67	244	311	274	207	512	1,025	964	...	...	...	...	2,501	9 2 1	1 13 11
Sukkur ...	Municipal	8	36	466	502	364	276	1,411	146	2,954	...	...	...	...	4,511	12 6 3	3 14 0
	Aided	26	...	869	869	847	730	638	...	230	...	...	184	3,170	4,222	4 15 9	0 12 1
	Unaided	3	...	94	94	80	37	...	...	...	...	...	...	74	74	0 14 10	...
	Total ...	37	36	1,429	1,465	1,291	1,043	2,049	146	3,184	...	...	184	3,244	8,807	6 13 2	1 9 4
Upper Sind Frontier.	Municipal	2	2	74	76	78	52	197	...	774	...	...	...	17	988	12 10 8	2 8 5
	Other Schools	1	...	17	17	18	16	...	...	...	...	...	...	80	80	4 7 1	...
	Total ...	3	2	91	93	96	68	197	...	774	...	...	...	97	1,068	11 2 0	2 8 5
	Native States.																
Khairpur State ...	State	10	45	285	330	320	285	...	...	...	...	1,391	...	...	1,391	4 5 6	...
Abstract, Sind.	Local Board	6	33	152	185	209	162	562	1,221	500	...	...	...	...	2,283	10 14 9	2 11 0
	Municipal	23	160	1,079	1,259	1,283	917	5,842	818	12,685	...	...	...	81	19,426	15 2 3	4 8 1
	Native State	10	45	285	330	320	285	...	...	...	...	1,391	...	...	1,391	4 5 7	...
	Aided	73	92	2,241	2,333	3,006	2,346	4,803	...	880	...	...	4,191	17,518	27,342	9 1 6	1 9 6
	Unaided	5	...	94	94	254	139	...	...	...	...	...	526	657	1,183	4 10 6	...
	Total, Sind ...	117	330	3,851	4,181	5,072	3,849	11,207	2,039	14,015	...	1,391	4,717	18,256	51,625	10 2 10	2 3 4
Aden ...	Aided—																
	Fatma Fakihia's Koran School...	1	...	25	25	...	...	15	...	...	...	...	...	...	15	...	...
	Fatma Bint Saleh's Koran School ...	1	...	25	25	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	2	...	50	50	...	...	15	...	...	...	...	...	...	15	...	...
	GRAND TOTAL ...	768	9,258	40,501	49,759	51,366	33,859	75,643	46,029	77,018	13,803	85,260	34,873	1,16,735	4,49,366	8 12 0	1 7 7

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technical Training for the official year 1901-1902.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Training Schools for Masters.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Poona	Training College, Poona... ...	1	144	123	117	16,803	5,589*	579	...	...	...	221	23,192	188 8 11	136 9 9
Dhulia	Do. School, Dhulia	1	56	44	43	7,160	3,468	...	...	...	...	...	10,628	241 8 8	162 11 7
Ahmedabad ...	Male Training College ...	1	129	127	115	13,060	5,090	...	...	1,307	476	...	19,933	156 15 3	102 13 4
Dhárwár ...	Dhárwár Training do. ...	1	95	92·7	89·5	13,857	4,516†	...	...	...	...	...	18,373	199 11 3	117 1 11
Hyderabad ...	Training College	1	64	64	60	9,680	6,505	...	...	...	...	12	16,197	253 1 3	151 4 0
	Native States.														
Káthiáwár ...	Male Training College, Rájkot .	1	44	41	40	...	...	...	90	9,587	...	...	9,677	236 0 5	.....
	Aided.														
Ahmednagar ...	C. V. Education Society's Normal School	1	82	80	77	2,500	...	...	...	...	7,060	...	9,560	119 8 0	31 4 0
	Total, Training Schools for Masters	7	614	572	539	63,060	25,168	579	90	10,894	7,536	233	1,07,560	188 0 8	110 3 11
	Training Schools for Mistresses.														
	Government.														
Poona	Female Training College ...	1	47	45	41	7,271	1,744‡	...	...	...	...	1,763	10,778	239 15 3	161 9 2
Ahmedabad ...	Mahálakshmi Female Training College	1	110	101	80	10,233	1,565	794	...	...	175	431	13,198	130 6 0	101 5 1
	Local Board.														
Dhárwár ...	Training School	1	9	6·3	5·7	...	485	...	...	...	...	...	485	76 15 9	.....
Hyderabad ...	Do. College	1	...	12	9	2,312	2,485	600	...	...	...	...	5,397	449 12 0	192 10 8
	Municipal.														
Karáchi	Normal Class	1	9	8	8	630	500	515	...	...	...	...	1,645	205 10 0	78 12 0
	Native States.														
Káthiáwár ...	Barton Female Training College, Rájkot	1	28	22	20	...	...	...	8	7,422	...	778	8,208	373 1 5	.....
	Aided.														
Bombay... ...	Convent Normal School, Byculla	1	8	8	7	1,680	...	...	1,285	...	400	3,299	6,664	833 0 0	210 0 0
Do.	Girgaon Girls' Normal Class ...	1	11	9	8	2,120	...	...	704	...	...	2,400	5,224	580 7 1	235 8 10
Karáchi	Karáchi Convent Normal Class.	1	11	11	10	1,709	...	...	1,185	...	...	2,731	5,625	511 5 10	155 5 10
Hyderadad ...	Female Normal Class	1	1	1	1	...	...	...	...	...	180	14	194	194 0 0	.....
	Total, Training Schools for Mistresses	10	234	223	189	25,955	6,779	1,909	3,182	7,422	755	11,416	57,418	257 7 8	116 6 3
	School of Art.														
	Government.														
Bombay... ...	Sir J. J. School of Art	1	423	405	295	35,661	...	...	3,942	...	...	5,761	45,364	112 0 1	88 0 0
	Medical Schools.														
	Government.														
Poona	Medical School	1	100	92	80	12,105	...	...	234	...	...	105	12,444	135 4 2	131 9 2
Ahmedabad ...	Do.	1	88	80	80	14,064	...	...	1,256	...	...	...	15,320	191 8 0	175 12 10
Hyderabad ...	Do.	1	42	46	34	7,037	1,432	...	...	...	...	...	8,469	184 1 9	152 15 8
	Aided.														
Hyderabad ...	Midwifery School	1	5	5	4	...	400	...	...	...	...	...	400	80 0 0	.....
	Total, Medical Schools ...	4	235	223	198	33,206	1,832	...	1,490	...	...	105	36,633	164 4 5	148 14 6
	Engineering Class.														
	Aided.														
Karáchi... ...	Engineering Class	1	14	10	8	2,000	...	...	640	...	...	2,084	4,724	472 6 5	200 0 0

* Inclusive of Rs. 2,211 on account of stipends to students in the College from Northern Division and Southern Division.
† In addition to this, Rs. 1,221 were spent on account of Scholarships in the Poona Male Training College.
‡ Inclusive of Rs. 223 on account of stipends to students in the College from Northern Division.

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	INDUSTRIAL SCHOOLS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Bombay ...	Reay Art Workshop	...	(186)	(179)	(139)	1,979	...	...	...	...	...	3,029	5,008	27 15 7	11 0 10
Poona ...	College, of Science Workshop ...	1	155	152	115	583	...	...	332	...	...	1,332	2,247	14 12 6	3 13 4
Dhárwár ...	Dhárwár Training College Workshop	(1)	(93)	(91·7)	(88·5)	...	...	...	...	...	...	...	...	.....	.....
Hyderabad ...	Technical School, Training College, Hyderabad	(1)	(64)	(64)	(60)	...	...	...	...	...	...	...	...	.....	.....
	Local Board.														
Ratnágiri ...	School of Industry	1	260	238·8	189·8	6,500	3,350	...	...	...	...	4,740	14,590	61 1 7	27 3 6
Lárkána... ...	Technical School, Talti	(1)	(49)	(51)	(33)	...	625	...	...	...	...	35	660	12 15 1	.....
Hyderabad ...	Do. Kandiáro ...	(1)	(85)	(75)	(55)	3,464	...	...	...	...	...	876	4,340	57 13 10	46 3 0
Sukkur ..	Do. Ubauro ...	(1)	(60)	(66)	(55)	...	574	...	...	...	...	173	747	11 5 1	.....
	Do. Khairpur Dahski ...	(1)	(29)	(31)	(24)	...	646	...	...	...	...	88	734	23 10 10	.....
	Municipal.														
Poona	Municipal Technical School ...	1	8 (61)	6 (65)	4 (47)	867	...	1,983	...	...	...	...	2,850	40 2 3	12 3 4
Sholápur ...	School of Industry, Pandharpur.	1	58	44	24	1,014	...	1,571	...	...	...	...	2,585	58 11 9	23 0 8
Dhulia	Municipal Industrial School ...	1	35	30	20	...	500	173	...	...	...	...	673	22 6 11	.....
Surat	Fardunji S. Parekh	1	80	59	43	2,000	...	1,000	...	...	...	444	3,444	58 6 0	33 14 4
Hyderabad ...	Technical School, Hyderabad ...	(1)	...	(54)	(39)	352	...	1,483	...	...	...	111	1,946	36 0 7	6 8 4
Thar and Párkar	Do. Umarkot	(1)	(65)	(64)	(47)	732	210	483	...	...	...	610	2,035	31 12 9	11 7 0
Upper Sind Frontier.	Do. Jacobabad ...	(1)	(34)	(43)	(32)	492	1,200	...	...	...	...	258	1,950	45 5 7	11 7 1
	Native States.														
Cutch.	Bhúj	1	153	141	86	...	...	...	...	1,795	...	...	1,795	12 11 8	.....
Kolhápur ...	Technical School	1	36	29·6	22·8	...	...	...	...	2,530	...	...	2,530	85 7 7	.....
Sávantvádi ...	Industrial School	1	16 (56)	15·7 (55·3)	7· (24·7)	...	...	...	...	449	...	1	450	28 0 5	.....
	Music Class	(1)	1 (28)	1·3 (34·5)	1·1 (15·1)	...	...	...	...	...	...	...	...	...	.....
Khairpur State .	State	(1)	(377)	(372)	(302)	...	...	...	...	9,572	...	...	9,572	25 11 8	.....
	Aided.														
Bombay ...	David Sassoon Industrial School Reformatory	1	229	228	227	3,600	...	...	...	...	...	31,927	35,527	155 13 1	15 12 7
	Apprentices' Home	1	5	11	9	353	...	...	...	...	85	660	1,098	99 13 1	32 1 5
	Victoria Jubilee Technical Institute	1	263	161	154	30,000	...	10,000	5,000	...	3,000	22,500	70,500	437 14 2	186 5 4
Poona... ...	Free Church Mission Industrial School	...	...	...	...	...	...	...	...	...	...	...	...	... ..	.....
	Deccan Industrial School, Sirur.	1	54	46	38	2,344	...	...	...	...	...	8,511	10,855	235 15 7	50 15 3
	Panch Howd Mission Industrial School	1	11	10	10	...	...	...	...	...	606	...	606	60 9 7	.....
	M. V. E. Society's Industrial School, Bárámati	1	27	19	15	116	...	...	...	...	325	...	441	23 3 4	6 1 8
Ahmednagar...	S. P. G. Mission Industrial School.	1	39	32	30	652	...	...	112	...	253	118	1,135	35 7 6	20 6 0
	Dinshaw Maneckji Petit Industrial School	1	328	192	145	...	...	...	...	...	7,597	...	7,597	39 7 7	.....
Karáchi... ...	Sind Madressah	(1)	(102)	(95)	(68)	1,987	...	...	...	...	...	...	1,987	20 14 8	20 14 8
Sukkur ...	V. J. Technical School, Sukkur.	1	52	56	43	1,966	2,500	1	...	...	...	1,324	5,791	103 6 7	35 1 9
	Unaided.														
Bombay... ...	Pársi Orphanage, Parel... ...	...	(28)	(26)	(25)	...	...	...	24	...	110	3,175	3,309	127 4 3	.....
Sholápur ...	A. M. Manual Training Class ...	...	(105)	(110)	(100)	...	...	...	...	...	700	...	700	6 5 9	.....
Ahmedabad ...	Prántij Mission	(1)	(164)	(129)	(110)	...	...	...	...	...	...	191	191	1 7 8	.....
	Ranipur Mission	1	19	14	(19)	...	...	...	...	...	...	135	135	9 10 3	.....
	Camp Baroda Mission	(1)	(20)	(15)	(12)	...	...	...	...	...	...	...	...	.....	.....
	Total, Industrial Schools ...	19 (14)	1,829 (1,606)	1,487 (1,620)	1,203 (1,464)	59,001	9,605	16,694	5,468	14,346	12,676	80,238	1,98,028	63 11 9	18 15 10
	OTHER SCHOOLS.														
	A.—AGRICULTURAL CLASSES.														
	Government.														
Ahmedabad ...	Training College, Ahmedabad ...	... (1)	... (35)	... (34)	... (31)	...	...	...	...	...	...	...	...	.....	.....
	Local Board.														
Hyderabad ...	Agricultural Class	1	80	98	85	...	6,722	...	...	...	...	...	6,722	76 6 2	.....
	Native States.														
Káthiáwár ...	Male Training College, Rájkot .	(1)	(44)	(41)	(40)	...	...	...	...	...	...	...	...	.....	.....
Kolhápur ...	Kolhápur High School	(1)	(27)	(28·6)	(22·8)	...	...	...	...	...	...	...	...	.....	.....
	Aided.														
Ahmednagar ...	Edn. Society's High Shool ...	...	(11)	(11)	(8)	...	...	...	...	...	...	...	...	.....	.....
	Total, Agricultural Classes ...	1 (3)	80 (117)	88 (114)	85 (101)	...	6,722	...	...	...	...	...	6,722	33 4 5	.....

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	B.—Forest Classes.														
	Government.														
Poona	Forest Class, College of Science ..	1	16	19	17	4,936	...	...	...	...	...	...	4,936	259 2 3	259 2 3
	C.—Drawing Classes.														
	Government.														
	Boys.														
Bombay ...	Elphinstone High School	...	(472)	(481)	(439)	...	...	...	...	...	...	...	...	.....	...
	Do. Middle School ...	...	(521)	(489)	(391)	...	...	...	...	...	...	...	...	.....	...
Poona... ...	Poona High School	...	(94)	(145)	(135)	...	...	...	...	...	...	...	...	.....	...
	Poona Training College	...	(115)	(99)	(93)	...	...	...	...	...	...	...	...	.....	...
Sátára	Sátára High School	...	1 (193)	1 (183)	1 (165)	...	...	...	...	...	...	...	...	.....	...
Sholápur ...	Sholápur do.	...	(117)	(171)	(150)	...	...	...	...	...	...	...	...	.....	...
Násik	Násik do.	...	10 (122)	10 (188)	5 (164)	...	...	...	...	...	...	...	...	.....	...
Khándesh ...	Garud High School, Dhulia ...	...	(159)	(219)	(180)	...	...	...	...	...	...	...	...	.....	...
	Dhulia Training School ...	...	(56)	(44)	(40)	...	...	...	...	...	...	...	...	.....	...
Ahmedabad ...	High School, Ahmedabad	(1)	7 (25)	3 (35)	1 (32)	...	...	...	...	...	...	...	...	.....	...
	Training College do.	(1)	... (92)	... (93)	... (92)	...	...	...	...	...	...	...	...	.....	...
Kaira	High School, Nadiád	(1)	2 (...)	1 (...)	1 (...)	...	...	...	...	...	...	...	...	.....	...
Broach	Do. Broach	(1)	... (23)	... (20)	... (12)	...	...	...	...	...	...	...	...	.....	...
Surat	Do. Surat	(1)	... (158)	... (150)	... (128)	...	...	...	...	...	...	...	...	.....	...
Thána	Do. Thána	(1)	6 (203)	5 (181)	5 (142)	...	...	...	...	...	...	...	...	.....	...
Belgaum ..	Do.	(1)	1 (137)	1 (108)	1 (95)	...	...	...	...	...	...	...	...	.....	...
Dhárwár ...	Training College	(1)	(94)	(92·7)	(89·5)	...	...	...	...	...	...	...	...	.....	...
	High School	(1)	1 (181)	2·6 (176)	1 (127·7)	...	...	...	...	...	...	...	...	.....	...
Kánara	Kárwár High School	(1)	3 (174)	2 (176)	2 (160·9)	...	...	...	...	...	...	...	...	.....	...
Bijápur	High School	(1)	2 (317)	2 (270·1)	2 (240·9)	...	...	...	...	...	...	...	...	.....	...
Karáchi ...	High School	...	4 (335)	... (285)	... (261)	...	...	...	...	...	...	...	...	.....	...
	Saturday Afternoon Class for Masters	1	13	15	7	...	...	...	...	...	...	...	...	.....	...
Hyderabad ...	High School	...	...	(138)	(134)	...	...	...	...	...	...	...	...	.....	...
	Training College	...	(64)	(64)	(60)	...	...	...	...	...	...	...	...	.....	...
Sukkur ...	High School	...	(260)	(222)	(216)	...	...	...	...	...	...	...	...	.....	...
	Saturday Afternoon Class for Masters	1	21	21	9	...	...	...	...	...	...	...	...	.....	...
	Girls.														
Ahmedabad ...	Mahálakshmi Training College, Ahmedabad	(1)	... (68)	... (68)	... (65)	...	...	...	...	...	...	...	...	.....	...
	Local Board.														
Ratnágiri ...	Drawing Class attached to the School of Industry	(1)	(411)	(366·3)	(318·9)	...	...	...	...	...	...	...	...	.....	...
	Municipal.														
Poona	Municipal Technical School ...	...	10 (67)	9 (52)	6 (29)	...	...	...	38	...	...	...	38	0 9 11	...
Sholápur ...	School of Industry, Pandharpur ...	...	(69)	(65)	(47)	...	...	...	...	...	...	...	...	.....	...
Karáchi... ...	Municipal Drawing Class	...	(244)	(205)	(193)	...	...	401	...	...	...	...	401	1 15 4	...
	Native States.														
Káthiáwár ...	High School, Rájkot	(1)	2 (95)	3 (89)	2 (60)	...	...	...	...	...	...	...	...	.....	...
	Male Training College, Rájkot ...	(1)	(44)	(41)	(40)	...	...	...	...	...	...	...	...	.....	...
	Barton Female Training College, Rajkot	(1)	(28)	(22)	(20)	...	...	...	...	...	...	...	...	.....	...
	Jámnagar High School	(1)	21 (22)	18 (20)	14 (15)	...	...	...	...	...	...	...	...	.....	...
Kolhápur ...	Kolhápur	(1)	(135)	(8)	(86·)	...	...	...	...	...	...	...	...	.....	...
Miraj	Miraj	(1)	(46	40·7)	(37·3)	...	...	...	...	...	...	...	...	.....	...
Sángli	Sángli	(1)	(81)	(78)	(67·)	...	...	...	...	...	...	...	...	.....	...
Sávantvádi ...	Sávantvádi	(1)	(192)	(178·4)	(157·3)	...	...	...	...	...	...	...	...	.....	...
Jámkhandi ...	Jámkhandi	(1)	1 (122)	(113)	(97·)	...	...	...	...	...	...	...	...	.....	...
Janjira	Murud...	(1)	(79)	(84)	(56·6)	...	...	...	...	...	...	...	...	.....	...
Khairpur (State)	State	...	(233)	(163)	(160)	...	...	...	...	...	...	...	...	.....	...

SUBSIDIARY FORM No. 6—*concluded.*

District or State.	Name of Class or Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1902.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	C.—Drawing Classes—*contd.*														
	Aided.														
	St. Mary's Institution	...	(18)	(11)	(8)	...	...	...	122	...	...	53	225	20 7 3	...
	Israelite School	...	(32)	(32)	(24)	120	...	...	...	...	240	...	360	11 4 0	3 12 0
Bombay ...	Young Ladies' High School ...	...	10 (14)	8 (11)	6 (9)	...	...	...	429	...	...	...	429	22 9 3	...
	Alexandra Native Girls' School ..	...	(18)	(17)	(15)	...	...	...	...	...	...	...	...	.....	...
	Wilson High School...	..	(6)	(8)	(5)	...	...	...	31	...	...	329	360	45 0 0	...
	Sir J. J. Pársi Benevolent Institution	...	(343)	(301)	(271)	...	...	...	...	...	...	...	...	.....	...
	Education Society's High School, Byculla	..	(117)	(75)	(69)	...	...	...	63	...	...	417	480	6 6 4	...
	Poona Native Institution	...	(69)	(78)	(68)	5	...	...	...	...	...	..	5	0 1 0	0 1 0
Poona ...	Bishop's High School	...	(85)	(84)	(76)	...	...	...	..	...	...	...	..	.....	...
	Panch Howd Mission Industrial School	...	(11)	(10)	(10)	...	...	...	...	...	251	...	251	25 1 7	...
Sholápur ..	A. M. Anglo-Vernacular School ...	...	(38)	(37)	(17)	...	...	...	...	...	110	...	110	2 15 6	...
Ahmednagar...	A. M. High School	...	(112)	(112)	(104)	...	...	...	...	...	...	...	...	.....	...
	Education Society's High School...	...	1 (267)	1 (206)	1 (179)	85	...	...	...	...	...	...	85	0 6 6	0 6 6
Dhárwár ...	Mission High School	(1)	(27)	(33)	(17·4)	...	...	...	...	...	...	...	...	.....	...
Kolába ...	Alibág do.	(1)	(126)	(124·5)	(95·4)	...	...	...	...	...	...	...	...	.....	...
Belgaum ...	Belgaum do.	(1)	13 (86)	8·8 (67·9)	6·3 (39·1)	...	...	...	...	...	...	...	...	.....	...
Ratnágiri ...	S. P. G. Mission High School, Dápoli	(1)	(44)	(43·3)	(32·5)	...	...	...	...	...	...	...	...	.....	...
Karáchi ...	Convent Class	...	(25)	(23)	(20)	...	...	...	...	...	...	...	...	.....	...
	Sind Madressah	...	(211)	(193)	(129)	...	...	...	...	...	...	...	...	.....	...
Hyderabad ...	Navalrai Hiranand Academy ...	...	...	(448)	(389)	...	...	...	...	...	...	...	...	.....	...
	New English School	...	...	(97)	(82)	...	...	...	..	...	...	...	...	.. ...	...
Sukkur	V. J. Technical School	...	(236)	(253)	(191)	...	...	...	...	...	...	...	...	.....	...
	Unaided.														
Bombay ...	Gokuldas Tejpal High School ...	...	(119)	(117)	(108)	...	...	...	...	...	...	240	240	2 0 9	...
	Do. Anglo-Vernacular School .	...	(112)	(126)	(99)	...	...	...	300	...	...	24	324	2 9 1	...
Poona	Nutan Maráthi Vidyálaya ...	...	(102)	(135)	(115)	...	..	...	90	...	...	...	90	0 10 8	...
	Total, Drawing Classes ...	2 (27)	129 (8,068)	112 (8,293)	70 (7,167)	210	...	401	1,123	...	601	1,063	3,398	0 6 6	0 0 5
	D.—Special Schools.														
	Government.														
Bombay	Veterinary College	1	121	103	87	39,271	...	...	1,785	...	...	...	41,056	398 9 7	381 4 4
Poona	Do. Lectures	...	...	...	...	2,640	...	...	...	...	...	...	2,640	.....	...
	Aided.														
	Jamsetji Nasarwanji Petit Gymnasium	1	81	23	19	...	...	...	291	...	...	149	440	19 2 1	...
Bombay ...	Sir Dinshaw Manekji Petit Gymnasium	1	142	127	72	70	...	...	737	...	60	1,175	2,042	16 1 3	0 8 9
	Gokuldas Tejpal High School Gymnasium	...	(37)	(42)	(28)	...	...	...	...	...	...	240	240	5 11 5	...
	Do. do. A.-V. School ..	...	(41)	(38)	(34)	...	...	...	...	...	...	...	...	.....	...
	Municipal.														
Sholápur ..	Commercial School	1	...	42	33	593	...	7	135	...	...	...	735	17 8 0	14 1 1
	Unaided.														
Bombay ...	Morning Commercial Class attached to B. J. Pársi Charitable Institution...	...	58	45	35	...	...	...	670	...	...	4,097	4,767	105 14 11	...
	Aiyar's Night School of Commerce, Girgaum	1	28	22	15	...	...	...	2,274	...	267	...	2,541	115 8 0	...
Ahmedabad ...	Commercial School	1	23	20	20	...	...	...	2,386	...	...	...	2,386	119 4 10	...
	Total, Special Schools ...	6	453 (78)	382 (80)	241 (62)	42,574	...	7	8,278	...	327	5,661	56,847	123 0 9	92 2 5
	Total, Other Schools ...	10 (30)	678 (8,261)	601 (8,487)	453 (7,330)	47,720	6,722	408	9,401	...	928	6,724	71,903	7 14 7	5 4 0
	Grand Total ...	52 (44)	4,027 (9,867)	3,521 (10,107)	2,885 (8,794)	2,66,603	50,106	19,590	24,213	32,662	21,895	1,06,561	5,21,630	38 4 5	19 9 0

CENTRAL BOOK DEPÔT, BOMBAY.

The Government Stock Account is shown below:—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on the 1st April 1901, as under:—				Sale-proceeds realized and adjusted	4,580	14	6
Rs. a. p.				Commission allowed to Vendors	738	7	7
Value of Stock ... 93,946 1 11				Value of books issued gratis.	20,873	7	4
Cash ... 1,426 5 3				Discount allowed to purchasers	449	6	9
	95,372	7	2	Loss on account of copies of Dr. Moor's Family Medicine sold at reduced price .	16	0	0
Amount of Subscription to the Journal of Indian Art.	970	10	8	Value of copies of Journal of Indian Art issued to Subscribers	1,072	12	0
Value of new Stock received.	23,483	14	9	Balance on the 31st March 1902, as under:—			
Government Central Book Depôt, Bombay, excess sale-proceeds to be adjusted as stated in account for March 1902	4	8	6	Rs. a. p.			
				Value of Stock ... 92,100 8 11			
				Cash			
					92,100	8	11
Total ...	1,19,831	9	1	Total ...	1,19,831	9	1

The Number of Depôts for the sale of School-books remains the same as last year, *viz.*, one. The Stock Account of the year is as under:—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on the 1st April 1901	3,70,988	0	6	Value of Stock sold... ...	1,18,460	2	3
Value of new Stock received during the year (for details, see Appendix E) ...	70,661	11	6	Loss on account of books, &c., written off	1,447	6	6
				Balance on the 31st March 1902	3,21,742	3	3
Total ...	4,41,649	12	0	Total ...	4,41,649	12	0

The Cash Account is as under :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
				Reinvestment in Stock ...	42,208	13	7
Balance on the 1st April 1901	1,37,356	7	6	Discount to purchasers ...	23,285	13	2
Debts remaining unpaid ...	1,054	2	6	Debts discharged	2,378	6	10
Sale-proceeds	1,18,460	2	3	Commission to Vendors ...	.....		
Miscellaneous	1,869	15	2	Encouragement to literature.	900	0	0
				Contingent expenditure ...	735	1	1
				House-rent	2,755	0	0
				Postage	150	2	0
				Printing office forms ...	530	2	10
				Fire insurance charges ...	500	0	0
				Salaries and contribution to Pension Fund	14,850	11	11
				Audit fee	644	0	0
				Travelling allowance ...	3	12	0
				Contribution to Accountant General's Local Fund Establishment	350	0	0
				Stationery	115	9	7
				Loss	112	6	9
				Balance on the 31st March 1902, as under :—			
				Rs. a. p.			
				Cash in the Treasury . 1,68,432 3 8			
				Cash in hand ... 136 12 8			
				Outstanding ... 651 11 4			
					1,69,220	11	8
Total ...	2,58,740	11	5	Total ...	2,58,740	11	5

The Cash Account of the Sind Book Depôt was as under :—

Receipts.	Rs.	a.	p.	*Expenditure.*	Rs.	a.	p.
				Amount due by Sind Book Depôt	11,978	3	8
Sale-proceeds	18,273	6	6	Printing, binding and paper charges	9,195	7	9
Miscellaneous	500	7	3	Purchase of books and maps.	2,409	13	10
Total ..	18,773	13	9	Purchase of furniture ...	14	0	0
				Discount	1,483	6	9
Due by Book Depôt ...	9,676	1	1	Commission	271	12	0
				Packing and contingent charges	949	3	8
				Salaries and travelling allowances	2,147	15	2
				Total ...	16,471	11	2
Grand Total ...	28,449	14	10	Grand Total ...	28,449	14	10

The Stock Account of the Sind Book Depôt is shown below :—

	Rs.	a.	p.		Rs.	a.	p.
Stock on 1st April 1901 ...	62,278	2	6	Value of Stock sold	18,273	6	6
Value of new Stock ...	16,385	10	6	Do. written off ...	59	6	3
					18,332	12	9
				Balance on 31st March 1902.	60,331	0	3
Total ...	78,663	13	0	Total ...	78,663	13	0

The Government Central Book Depôt, Bombay, and the wholesale branch attached to it, and the Book Depôt in Sind were examined and the accounts were found to be correct.

SUPPLEMENT

TO THE

DIRECTOR OF PUBLIC INSTRUCTION'S

QUINQUENNIAL REPORT FOR

1902-03 TO 1906-07.

105063

BOMBAY BRANCH
OF THE
Royal Asiatic Society.

SUPPLEMENT

TO THE

DIRECTOR OF PUBLIC INSTRUCTION'S

QUINQUENNIAL REPORT FOR

1902-03 TO 1906-07.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY

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The distribution of the schools throughout the Bombay Presidency is as under:—

Districts and Native States.	Area in square miles.	Number of Towns and inhabited Villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st March 1907.	Increase and Decrease of the year.				Number of Schools not yet recognised by the Department and shown in Columns 12 and 13 of Government Table I.	Number of Pupils in such Schools.	Percentage of Total Pupils in Columns 6 and 12 to Population.	Number of Villages with Schools.	Average number of square miles to each Village with a School.
						Schools.		Pupils.						
						Increase.	Decrease.	Increase.	Decrease.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Central Division.														
Bombay	22	1	776,006	325	41,944	...	4	...	1,478	222	10,319	6·7	1	22
Poona	5,349	1,191	995,330	482	32,513	40	...	492	...	13	341	3·3	308	17·3
Sátára	4,825	1,345	1,146,559	414	20,881	4	...	...	2,006	39	723	1·8	376	12·8
Sholápur	4,541	719	720,977	304	15,911	4	...	1,254	...	70	2,255	2·5	246	18·05
Ahmednagar	6,586	1,355	837,695	484	23,103	...	8	540	...	18	557	2·8	400	16·4
Násik	5,850	1,649	816,504	336	19,771	...	...	660	...	28	385	2·4	241	24·2
Khándesh	10,041	2,645	1,427,382	524	31,944	...	10	...	373	53	969	2·3	465	21·6
Total, Mofussil ..	37,192	8,904	5,944,447	2,544	144,123	48	18	2,946	2,379	221	5,230	2·5	2,036	18·2
Total, British Districts ...	37,214	8,905	6,720,453	2,869	186,067	48	22	2,946	3,857	443	15,549	3·0	2,037	18·2
Akalkot	498	103	82,047	35	1,911	...	1	445	...	5	112	2·4	33	15·09
Sátára Agency	844	143	109,660	68	2,785	...	2	250	...	...	...	2·5	55	15·3
Bhor	1,491	494	137,268	33	1,307	1	...	13	...	8	68	1·0	33	45·1
Násik Agency	360	56	11,532	1	28	...	...	...	1	...	...	·2	1	360
Khándesh Agency... ...	1,623	426	33,272	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,816	1,212	373,779	137	6,031	1	3	708	1	13	180	1·7	122	39·4
Total, Central Division ...	42,030	10,117	7,094,232	3,006	192,098	49	25	3,654	3,858	456	15,729	2·9	2,159	19·4
Northern Division.														
Ahmedabad	3,816	874	795,967	346	28,269	1	...	...	1,571	75	3,063	3·9	212	18·0
Kaira	1,595	609	716,332	332	16,157	12	...	...	8,839	155	4,072	2·8	238	6·7
Broach	1,467	410	291,763	324	19,203	6	...	1,089	...	47	1,076	6·9	237	6·1
Surat	1,653	778	637,017	412	30,386	...	7	...	2,485	27	1,484	5·0	288	5·7
Panch Mahâls	1,606	693	261,020	133	6,587	...	5	148	...	98	3,163	3·7	106	15·1
Camp Baroda	1	1	3,159	8	659	...	...	...	53	...	...	20·8	1	1
Camp Deesa	5	1	11,047	6	...	...	...	...	325	...	...	...	1	5
Thána	3,573	1,633	811,433	302	16,715	10	...	...	132	50	1,546	2·2	229	15·6
Abu	...	...	...	2	129	...	...	11	...	...	...	...	1	...
Total ...	13,716	4,999	3,527,738	1,865	118,105	29	12	1,248	13,405	452	14,404	3·7	1,313	10·4
Rewa Kántha	4,980	2,823	479,065	175	8,419	7	...	...	435	19	505	1·9	161	30·9
Cutch	7,616	945	488,022	133	6,040	1	...	...	1,448	145	4,631	2·2	156	48·8
Surat Agency	1,051	377	161,342	56	2,763	...	...	...	199	...	...	1·7	47	22·3
Cambay	350	90	75,225	32	1,999	7	..	...	42	...	...	2·6	23	15·2
Mahi Kántha	3,528	1,729	361,545	125	4,500	3	...	...	1,645	21	421	1·4	114	31·8
Pálanpur (excluding Camp Deesa)	7,995	1,191	456,224	72	2,627	3	...	...	1,179	27	536	0·6	70	114·2
Baroda	...	...	...	7	599	...	...	34	...	...	...	...	3	...
Jawhár	310	107	47,538	4	190	2	...	48	...	...	...	0·3	4	77·5
Total ...	25,830	7,262	2,068,961	604	27,137	23	...	82	4,948	212	6,093	1·5	578	44·6
Total, Northern Division...	39,546	12,261	5,596,699	2,469	145,242	52	12	1,330	18,353	664	20,497	2·9	1,891	20·9
Káthiáwár	20,882	4,215	2,329,196	1,033	71,368	8	...	...	3,781	300	13,487	3·64	817	25·56
Southern Division.														
Belgaum	4,649	1,077	993,976	359	21,049	7	...	2,088	...	48	775	2·2	308	15·1
Dhárwár	4,602	1,302	1,113,298	617	37,720	36	...	2,989	...	37	734	3·5	515	8·9
Bijápur	5,669	1,118	735,435	397	21,259	...	1	1,782	...	130	2,192	3·2	439	12·9
Kánara	3,945	1,289	454,490	243	13,058	3	...	439	...	40	720	3·03	191	20·7
Ratnágiri	3,998	1,308	1,167,927	345	20,178	...	2	...	1,286	148	3,248	2·0	380	10·5
Kolába	2,131	1,484	605,566	241	10,277	3	...	...	68	39	610	1·8	218	9·8
Total ...	24,994	7,578	5,070,692	2,202	123,541	49	3	7,298	1,354	442	8,279	2·5	2,051	12·1
Kolhápur	2,855	1,065	910,011	309	12,980	39	...	2,227	...	79	1,785	1·6	280	10·2
Southern Marátha States, including Daphlápur and Játh	4,003	734	694,749	308	17,514	4	...	1,422	...	88	2,053	2·8	247	16·2
Sávantvádi	926	227	217,732	98	5,719	...	2	...	59	33	665	2·9	106	8·7
Janjira	324	234	85,414	60	3,167	...	...	192	...	13	147	3·8	44	7·3
Sávanúr	70	23	18,446	15	869	3	...	94	...	...	...	4·7	9	7·7
Total ...	8,178	2,283	1,926,352	790	40,249	46	2	3,935	59	213	4,650	2·3	686	11·9
Total, Southern Division...	33,172	9,861	6,997,044	2,992	163,790	95	5	11,233	1,413	655	12,929	2·5	2,737	12·1
Sind.														
Karáchi	11,970	633	446,513	213	13,367	...	4	...	310	80	1,096	3·2	201	60
Hyderabad	8,291	1,412	989,030	354	18,200	5	...	...	589	189	3,131	2·2	451	18
Thar and Párkar	13,690	669	363,894	92	3,560	7	...	...	32	101	1,231	1·3	182	75
Sukkur	5,404	611	523,345	291	15,387	...	13	...	1,048	149	1,732	3·3	339	16
Upper Sind Frontier ...	2,621	391	232,045	87	2,924	...	8	...	266	71	889	1·6	145	18
Lárkhána	5,090	713	656,033	407	15,363	...	1	...	491	216	3,049	2·8	535	10
Total ...	47,066	4,429	3,210,910	1,444	68,801	12	26	...	2,736	806	11,128	2·5	1,853	25
Native States	6,050	154	199,313	102	3,755	...	2	253	...	...	...	1·9	94	64
Total, Sind ...	53,116	4,583	3,410,223	1,546	72,556	12	28	253	2,736	806	11,128	2·5	1,947	27
Aden	80	4	43,974	40	1,723	1	...	125	...	...	...	3·9	...	...
Total, British Districts ...	123,070	25,915	18,573,767	8,420	498,237	139	63	11,617	21,352	2,143	49,360	2·9	7,254	17
Total, Native States (excluding Camp Deesa)...	65,756	15,126	6,897,601	2,666	148,540	78	7	4,978	8,789	738	24,410	2·5	2,297	29
Grand Total ...	188,826	41,041	25,471,368	11,086	646,777	217	70	16,595	30,141	2,881	73,770	2·8	9,551	20

The list of Primary Schools for boys will be found in Subsidiary Form No. 4 and the figures contrast with those of the previous year as under :—

Division.	Managed by Government.				Managed by Local Boards.				Managed by Municipal Boards.				Managed by Native States.			
	1905-1906		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—																
Bombay ...	...	...	...	...	...	...	...	...	69	7,318	71	6,884	...	...	...	...
Mofussil ...	2	309	2	285	1,677	82,689	1,717	84,564	198	24,190	201	23,371	130	4,845	123	5,391
Northern Division...	2	320	2	348	1,227	72,083	1,233	65,342	194	24,713	193	21,900	487	26,012	504	21,590
Káthiáwar ...	...	...	...	...	...	...	...	...	...	...	...	...	855	57,285	861	53,950
Southern Division...	*3	†225	*3	†234	1,388	73,826	1,396	76,937	142	14,768	141	15,403	*529	†27,315	‡537	§29,331
Sind ...	1	152	2	263	548	24,092	570	23,759	64	8,445	64	8,274	61	2,104	59	2,118
Aden ...	3	224	3	237	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	11	1,230	12	1,357	4,840	252,690	4,916	250,602	667	79,434	670	75,832	2,062	117,561	2,089	112,380

Division.	Aided by the Department or by Local Boards or by Municipal Boards or by Native States.				Unaided.				Total.			
	1905-1906.		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ...	75	7,596	73	7,137	17	2,677	15	2,280	161	17,591	159	16,301
Mofussil ...	288	13,818	290	13,709	70	1,288	57	1,214	2,365	127,139	2,395	128,534
Northern Division ..	80	5,968	102	5,737	36	2,177	23	1,603	2,026	131,273	2,057	116,520
Káthiáwár ...	11	1,185	11	1,094	...	...	...	...	866	58,470	872	55,044
Southern Division...	478	17,151	535	18,454	2	56	8	257	2,542	133,341	2,620	140,616
Sind ..	685	25,778	655	23,823	4	411	1	106	1,363	60,982	1,351	58,333
Aden ...	12	582	12	620	15	482	16	514	30	1,288	31	1,371
Total ...	1,629	72,078	1,678	70,574	144	7,091	120	5,974	9,353	530,084	9,485	516,719

* Includes 2 Police Schools.
† Includes pupils in the Police Schools.
‡ Includes one Police School.
§ Includes pupils in a Police School.

STATEMENTS.

LIBRARY
OF THE
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OF THE
ROYAL ASIATIC SOCIETY

Statement showing the Receipts and Disbursements of the District Local Boards and the Schools

	Collectorate.	Opening Balance on 1st April 1906.	Receipts.						Expenditure on District Local Board and Government Institutions.	Expenditure on Aided Institutions.
			Provincial Grant.	Cess.	Fees.	Municipal Grant.	Miscellaneous.	Total, including opening balance.		
	1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Central Division.	Poona	12,982	61,194	42,117	6,583	...	209	1,23,085	85,062	...
	Sátára	11,055	59,491	64,527	7,624	...	545	1,43,242	1,16,803	...
	Sholápur	7,892	44,821	31,160	4,727	...	85	88,685	55,134	...
	Ahmednagar	15,590	60,209	39,382	6,691	...	220	1,22,092	84,412	...
	Násik	31,741	49,527	42,540	5,346	...	485	1,29,639	78,359	...
	Khándesh	1,018	94,194	80,151	11,417	710	6,113	1,93,602	1,78,999	...
	Total ...	80,278	3,69,436	2,99,876	42,388	710	7,657	8,00,345	5,98,769	...
Northern Division.	Ahmedabad	—30,669	57,580	52,225	4,645	...	1,107	84,888	95,508	...
	Kaira	—6,984	62,414	71,105	5,530	...	224	1,32,289	1,08,273	...
	Broach	+36,429	40,702	55,202	3,767	...	547	1,36,647	97,423	...
	Panch Mahals	+6,711	30,365	11,950	1,388	...	1,494	51,908	37,784	...
	Surat	+28,915	74,603	62,891	7,091	...	2,034	1,75,534	1,30,268	...
	Thána	+43,527	55,432	35,005	4,508	...	486	1,38,958	71,281	...
	Total ...	+77,929	3,21,096	2,88,378	26,929	...	5,892	7,20,224	5,40,537	...
Southern Division.	Industrial School, Ratnágiri ...	439	5,675	5,202	...	...	5,111	16,427	13,422	...
	Dhárwár	19,653	73,040	65,632	17,671	...	1,186	1,77,182	1,38,771	...
	Belgaum	5,567	54,455	47,447	12,008	...	353	1,19,830	94,688	...
	Bijápur	11,744	50,602	45,800	11,137	...	503	1,19,786	96,955	...
	Kánara	9,703	37,490	20,485	4,893	...	310	72,881	55,916	...
	Ratnágiri	4,520	57,861	19,798	11,025	...	448	93,652	75,854	...
	Kolába	29,006	40,319	28,459	5,715	...	101	1,03,600	72,418	500
	Total ...	80,632	3,19,442	2,32,823	62,449	...	8,012	7,03,358	5,48,024	500
Sind.	Karáchi	17,372	19,506	20,756	489	...	181	58,304	34,503	4,700
	Hyderabad	35,225	48,383	64,513	3,914	600	781	1,53,416	1,05,102	4,000
	Thar and Párkar	27,236	17,712	49,734	46	...	217	94,945	50,558	800
	Sukkur	3,708	30,371	39,482	1,255	...	227	75,043	51,738	2,900
	Upper Sind Frontier	19,878	11,154	2,5830	...	...	77	56,939	31,183	1,050
	Lárkána	24,543	41,590	64,919	1,545	...	152	1,32,749	75,573	5,650
	Total ...	1,27,962	1,68,716	2,65,234	7,249	600	1,635	5,71,396	3,48,657	19,100
	Grand Total ...	3,66,801	11,78,690	10,86,311	1,39,015	1,310	23,196	27,95,323	20,35,987	19,600

aided by the Department within Local Board Area during the year 1906-1907.

Expenditure.			Closing balance on 31st March 1907.	Number of Schools on Local Board Budget on 31st March 1907.	Number of Pupils in Local Board Schools on 31st March 1907.	Increase of Local Board Schools during the year.	Increase of Pupils in Local Board Schools during the year.	Schools aided by the Department within Local Board area.				
Local Board Grant assigned under Section 47.	Local Board Grant assigned under Section 45.	Total.						Number of Schools on 31st March 1907.	Number of Pupils in Schools on 31st March 1907.	Increase of Schools during the year.	Increase of Pupils in Schools during the year.	Grant paid.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.									Rs.
595	1,794	87,451	35,634	287	13,661	+43	+1,657	9	395	—2	—23	571
327	2,325	1,19,515	23,727	336	14,992	+1	—1,322	14	380	+3	+98	365
1,071	370	56,575	32,110	209	8,832	—1	+664	19	556	+5	+100	744
30	1,141	85,583	36,509	262	13,651	+1	+405	127	3,259	—7	+26	4,449
133	1,265	79,757	49,882	243	13,260	+1	+295	11	615	...	—31	1,749
...	10,265	1,89,264	4,338	427	21,982	—5	+122	2	55	—2	—66	78
2,156	17,220	6,18,145	1,82,200	1,764	86,378	+40	+1,821	182	5,260	—3	+104	7,956
760	3,943	1,00,211	—15,323	209	13,056	+2	—275	11	642	+4	+99	1,447
4,720	775	1,13,768	—18,521	226	9,294	...	—5,865	14	542	+4	—458	502
769	1,640	99,832	+36,815	269	13,509	...	+922	3	65	...	—5	58
251	1,027	39,062	+12,846	113	4,819	—2	—308	3	261	...	—32	900
888	876	1,32,032	+43,502	311	19,028	...	—1,872	9	546	+5	+202	431
2,631	2,694	76,606	+62,352	227	10,663	+10	+55	5	160	—1	—14	226
10,019	10,955	5,61,511	+1,58,713	1,355	70,369	+10	—7,343	45	2,216	+12	—208	3,564
...	...	13,422	3,005	1	220	...	+30	...	...	...	...	...
102	1,572	1,40,445	36,737	374	22,810	+1	+1,273	136	3,627	+31	+878	4,252
67	2,762	97,517	22,313	253	14,041	...	+894	51	1,285	+4	+83	1,535
68	1,300	98,323	21,463	292	15,345	+2	+1,285	61	1,756	—2	+129	1,864
856	1,440	58,212	14,669	171	8,152	...	+272	22	607	+3	+80	1,061
251	575	76,680	16,972	223	13,417	+1	—171	78	3,069	—12	—892	4,998
174	3,712	76,804	26,796	186	7,684	+4	—173	18	570	—1	+6	1,163
1,518	11,361	5,61,403	1,41,955	1,500	81,669	+8	+3,410	366	10,914	+23	+284	14,878
421	1,710	41,334	16,970	67	2,365	1	81	56	1,483	—5	—313	1,278
117	...	1,09,219	44,197	159	6,834	11	—143	117	2,838	—7	—487	2,743
...	810	52,168	42,777	70	2,805	8	68	18	421	—2	—89	316
430	...	55,068	19,975	102	4,671	—1	—419	102	2,580	—11	—585	2,083
...	2,013	34,246	22,693	52	1,784	—2	—131	23	573	—8	—197	501
608	...	81,831	50,918	139	6,033	8	63	242	7,287	—12	—648	6,579
1,576	4,533	3,73,866	1,97,530	589	24,492	25	—481	558	15,182	—45	—2,319	13,505
15,269	44,069	21,14,925	6,80,398	5,208	2,62,908	83	—2,593	1,151	33,572	—13	—2,139	39,903

Statement showing Primary Schools within Municipal limits on 31st March 1907.

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i. e.*, ON THE GOVERNMENT GRANT.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.											
	Number of Schools.	Number of Pupils.	Fees.	Local Fund Grant, Section 47.	Miscellaneous.	Municipal Funds.	Local Fund Grant, Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Central Division.														
Bombay ...	93	8,540	592	...	...	1,15,562	...	60,053	1,76,207	1,76,207	104	10,547	21,737	19,342
Poona.														
Poona City ...	34	2,711	1,959	165	202	15,904	...	8,536	26,766	26,766	43	4,298	9,789	220
Poona Camp ...	...	...	...	...	...	...	...	...	...	...	17	1,424	4,100	300
Poona Suburban ...	2	144	97	...	22	632	...	408	1,159	1,159	...	...	...	...
Bárámati ...	4	386	310	7	...	1,193	200	936	2,646	2,646	...	...	...	...
Sirúr ...	2	181	173	...	...	846	255	768	2,042	2,042	2	164	727	...
Junnar ...	4	564	246	39	759	1,332	490	1,660	3,836	3,836	2	166	180	...
Khed ...	1	157	172	...	7	273	200	436	1,088	1,088	1	63	136	...
Sásvad ...	3	375	219	...	245	700	415	932	2,511	2,511	1	54	42	...
Lonávla ...	2	120	129	365	...	414	...	480	1,388	1,388	1	45	369	...
Indápur ...	2	243	219	6	...	609	150	500	1,484	1,484	...	...	...	...
Talegaon (Dábháda) ...	2	154	154	...	6	404	174	576	1,314	1,314	2	83	288	...
A'landi ...	1	55	54	13	...	310	...	292	669	669	...	...	...	...
Jejuri ...	1	113	21	...	25	459	...	...	505	505	...	...	300	...
Total ...	58	5,203	3,755	595	1,266	23,076	1,794	14,924	45,408	45,408	69	6,297	15,931	520
Sátára.														
Ashta ...	2	340	163	...	...	513	59	1,428	2,163	2,163	...	...	...	...
Islámpur ...	4	381	331	...	...	734	68	1,060	2,193	2,193	...	...	...	...
Karád ...	5	509	424	...	...	1,654	376	1,524	3,978	3,978	1	89	66	...
Malcolmpeth ...	1	219	255	...	...	594	33	488	1,370	1,370	...	...	...	...
Máyani ...	...	...	43	...	...	258	21	276	598	598	...	...	...	...
Mhasvad ...	2	244	157	50	45	494	44	608	1,398	1,398	...	...	...	...
Rahimatpur ...	1	152	62	46	1	381	92	368	950	950	...	...	...	...
Sátára City ...	8	638	779	173	35	2,710	742	3,200	7,639	7,639	8	646	1,148	...
Sátára Suburban ...	1	46	61	58	...	104	...	196	419	419	2	119	676	...
Tásgaon ...	4	424	241	...	58	1,320	199	1,228	3,046	3,046	2	81	170	...
Wái ...	6	509	301	...	1	1,543	491	1,476	3,812	3,812	8	377	871	...
Vita ...	1	...	105	...	...	534	260	436	1,335	1,335	...	...	...	...
Total ...	35	3,462	2,922	327	140	10,839	2,385	12,288	28,401	28,901	21	1,312	2,931	...
Sholápur.														
Bársi ...	7	518	333	381	...	1,922	150	1,180	4,036	4,036	1	25	20	...
Karmála ...	2	284	178	9	...	974	175	920	2,256	2,256	1	13	24	...
Pandharpur ...	8	783	533	296	34	3,364	...	2,232	6,559	6,559	5	352	543	...
Sángola ...	1	218	76	241	...	674	45	372	1,348	1,348	...	...	...	...
Sholápur ...	16	2,139	1,658	144	...	8,817	...	5,536	16,155	16,155	25	1,359	2,418	...
Total ...	34	3,942	2,823	1,071	34	15,761	370	10,240	30,304	30,304	32	1,749	3,005	...
Ahmednagar.														
Ahmednagar ...	12	1,880	1,722	...	...	9,215	350	4,208	15,525	15,525	15	1,276	5,065	...
Sangamner ...	6	530	299	4	...	2,221	460	1,628	4,612	4,612	2	72	68	...
Bhingár ...	2	293	449	16	...	468	100	720	1,753	1,753	...	...	...	...
Vámbori ...	2	187	99	10	9	477	231	548	1,374	1,374	2	37	37	...
Total ...	22	2,890	2,569	30	9	12,41.	1,141	7,104	23,264	23,264	19	1,325	5,170	...
Násik.														
Igatpuri ...	4	312	310	51	...	693	73	720	1,847	1,847	4	184	403	...
Málegaon ...	7	590	326	2	7	2,347	395	1,644	4,721	4,721	6	283	663	...
Násik ...	11	1,153	1,105	38	103	6,582	...	3,812	11,640	11,640	8	477	729	100
											*2	*144	*195	
Sinnar ...	2	280	266	2	...	246	422	680	1,616	1,616	2	144	179	...
Yeola ...	9	870	566	19	14	2,971	137	2,392	6,099	6,099	...	...	...	...
Trimbak ...	2	199	144	21	...	702	238	604	1,709	1,709	1	43	63	60
Total ...	35	3,404	2,717	133	124	13,541	1,265	9,852	27,632	27,632	23	1,280	2,242	160

* These figures are for the Camp Schools at Deolali.

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i. e.*, ON THE GOVERNMENT GRANT.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			Receipts.										
	Number of Schools.	Number of Pupils.	Fees.	Local Fund Grant Section 47.	Miscellaneous.	Municipal Funds.	Local Fund Grant, Section 45.	Fixed Provincial Grant.	Total,	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
CENTRAL DIVISION—*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Khándesh.														
Amalner ...	4	468	358	...	...	1,302	645	1,160	3,465	3,465	...	..	...	...
Bhusával ...	5	582	392	...	...	2,092	516	1,704	4,704	4,704	...	...	...	...
Párola ...	5	597	433	...	1	1,468	461	1,532	3,895	3,895	...	...	...	...
Chopda ...	6	...	239	...	11	2,294	815	1,340	4,699	4,699	...	...	...	...
Dhulia ...	7	1,325	1,043	...	49	4,876	426	3,600	9,994	9,994	...	...	59	...
Erandol ...	5	779	567	...	2	1,502	1,120	1,744	4,935	4,935	...	...	...	...
Jalgaon ...	7	827	606	...	...	3,313	162	2,876	6,957	6,957	...	...	...	...
Dharangaon ...	6	731	511	...	14	1,385	605	1,672	4,187	4,187	...	...	...	...
Nandurbár ...	5	532	350	...	3	1,856	506	1,384	4,099	4,099	...	...	...	...
Bhadgaon ...	3	382	189	...	...	897	405	1,120	2,611	2,611	...	...	...	...
Sávda ...	3	529	401	...	...	1,008	478	1,132	3,019	3,019	...	...	...	...
Raver ...	3	362	198	...	...	590	662	1,044	2,494	2,494	...	...	...	...
Yával ...	5	531	316	...	1	1,135	792	1,424	3,668	3,668	...	...	...	...
Faizpur ...	5	...	323	...	3	1,019	680	1,460	3,485	3,485	...	...	...	...
Sháháda ...	4	283	201	...	...	1,228	418	1,016	2,863	2,863	...	...	...	...
Shirpur ...	5	...	303	...	1	1,481	810	1,376	3,971	3,971	...	...	...	...
Sindkheda ...	3	249	154	...	...	559	272	828	1,813	1,813	...	...	...	...
Betávad ...	1	224	145	...	1	610	260	444	1,460	1,460	...	...	...	...
Taloda ...	1	278	208	...	18	649	232	596	1,703	1,703	...	...	...	...
Songir ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	83	8,679	6,937	...	104	29,264	10,265	27,452	74,022	74,022	...	...	59	...
Total, Central Division.	360	36,120	22,318	2,156	1,677	2,20,454	17,220	1,41,913	4,05,738	4,05,738	268	22,510	51,075	20,022
NORTHERN DIVISION.														
Ahmedabad.														
Ahmedabad ...	31	4,472	5,505	511	535	15,338	...	13,376	35,265	35,265	18	1,942	5,289	1,981
Paránt'j ...	3	483	188	32	...	764	754	1,152	2,890	2,890	3	161	450	...
Modása ...	4	481	290	28	6	1,247	347	1,040	2,957	2,957	...	...	...	...
Viramgám ...	7	600	237	...	15	3,622	225	1,686	5,785	5,785	1	116	255	30
Mándal ...	3	230	56	96	...	776	347	820	2,035	2,035	1	53	50	...
Sánand ...	2	355	137	54	...	1,212	310	1,184	2,927	2,927	...	...	...	...
Dholka ...	4	451	276	9	...	1,153	516	1,520	3,474	3,474	...	...	...	...
Dholera ...	4	453	201	52	...	1,807	...	1,228	3,288	3,288	...	...	...	...
Ránpur ...	2	403	280	18	4	902	565	848	2,617	2,617	...	...	...	...
Dhandhuka ...	5	519	313	20	141	1,061	652	1,504	3,691	3,631	...	...	...	...
Gogo ...	1	147	88	...	...	448	227	400	1,163	1,163	2	105	384	...
Ahmedabad Camp ...	...	...	...	...	...	...	...	...	...	...	2	81	126	342
Total ...	66	8,594	7,571	760	700	28,360	3,943	24,758	66,092	66,092	27	2,458	6,554	2,353
Kaira.														
Kapadvanj ...	8	708	271	5	1	2,228	145	1,936	4,597	4,597	2	160	130	...
Dákor ...	6	Closed on account of plague.	154	574	8	820	...	1,012	2,568	2,563	1	...	100	...
Nadiád ...	11	1,750	1,288	1,052	52	4,668	...	4,160	11,220	11,220	4	287	532	...
Mahudha ...	5	426	167	273	1	1,267	...	1,376	3,084	3,084	...	...	...	...
Mehmadabad ...	6	371	188	24	1	1,442	230	1,396	3,281	3,281	...	...	...	...
Kaira ...	5	369	209	24	2	1,514	400	1,472	3,621	3,621	3	171	133	...
Ode ...	4	289	120	902	2	150	...	856	2,030	2,030	...	...	...	...
Umreth ...	8	Closed on account of plague.	358	503	53	2,451	...	1,736	5,101	5,101	...	...	...	...
Anand ...	2	Do.	225	683	...	433	...	920	2,261	2,261	3	276	793	...
Borsad ...	4	Do.	394	680	3	686	...	1,284	3,047	3,047	3	312	1,093	...
Total ...	59	3,913	3,374	4,720	134	15,659	775	16,148	40,810	40,810	16	1,206	2,781	
Panch Mahals.														
Godhra ...	6	677	431	225	15	1,801	500	1,884	4,856	4,856	2	127	98	...
Dohad ...	7	505	224	26	52	1,038	527	1,472	3,339	3,339	...	...	...	...
Total ...	13	1,182	655	251	67	2,839	1,027	3,356	8,195	8,195	2	127	98	
Broach.														
Jambusar ...	7	630	322	155	15	1,815	600	1,920	4,827	4,827	...	...	...	...
A'mod ...	4	332	150	78	1	1,162	240	928	2,499	2,499	...	...	...	...
Broach ...	13	2,430	1,763	440	117	8,129	500	6,272	16,621	16,621	6	331	1,242	...
Ankleshvar ...	7	666	384	123	2	2,714	100	1,976	5,299	5,299	...	...	...	...
Hánsot ...	3	390	132	33	2	656	200	912	1,935	1,935	...	...	...	...
Total ...	34	4,448	2,751	769	137	14,476	1,640	12,008	31,181	31,181	6	331	1,242	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i.e.*, ON THE GOVERNMENT GRANT.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			RECEIPTS.											
	Number of Schools.	Number of Pupils.	Fees.	Local Fund Grant, Section 47.	Miscellaneous.	Municipal Funds.	Local Fund Grant, Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
NORTHERN DIVISION —*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Surat.														
Surat ...	25	4,592	4,850	727	26	12,865	...	10,048	28,516	28,516	20	1,834	2,459	720
Ránder ...	2	349	174	55	4	811	140	748	1,932	1,932	2	191	503	...
Bulsár ...	6	678	499	96	...	1,792	294	1,936	4,617	4,617	2	150	75	...
Mándvi ...	3	Closed on account of plague.	159	10	...	552	442	796	1,959	1,959	...	...	...	...
Total ...	36	5,619	5,682	888	30	16,020	876	13,528	37,024	37,024	24	2,175	5,037	720
Thána.														
Thána ...	7	822	925	575	42	2,656	325	2,996	7,519	7,519	1	82	300	...
Kurla ...	5	290	328	216	100	1,243	...	1,184	3,071	3,071	1	10	19	...
Bándra ...	6	345	376	590	7	1,599	...	1,292	3,864	3,864	2	139	415	...
Máhim ...	5	384	168	657	...	345	441	1,164	2,775	2,775	1	28	24	...
Kalyán ...	5	382	314	215	...	1,112	492	1,608	3,741	3,741	1	72	105	...
Bhiwndi ...	11	684	479	105	4	1,806	840	2,308	5,542	5,542	...	...	...	...
Bassein ...	12	647	439	273	255	2,172	596	1,968	5,703	5,703	...	...	...	...
Total ...	51	3,554	3,029	2,631	408	10,933	2,694	12,520	32,215	32,215	6	331	863	...
Total, Northern Division ...	259	27,310	22,462	10,019	1,476	88,287	10,955	82,318	2,15,517	2,15,517	81	6,628	16,575	3,073
SOUTHERN DIVISION.														
Dhárwár.														
Dhárwár ...	19	1,942	1,674	5	11	6,202	...	5,616	13,508	13,508	4	178	352	..
Hubli ...	18	2,505	2,381	...	20	9,051	...	5,816	17,268	17,268	7	462	595	...
Gadag ...	9	1,140	1,168	83	...	3,762	...	2,820	7,833	7,833	5	424	624	...
Háveri ...	2	322	282	5	...	543	242	712	1,784	1,784	2	188	122	...
Navalgund ...	3	298	207	9	...	369	464	720	1,769	1,769	...	...	...	...
Nargund ...	6	386	260	...	376	889	350	1,072	2,947	2,947	...	...	...	...
Ránebennur ...	5	604	502	...	19	690	279	1,036	2,526	2,526	2	68	42	...
Byádgi ...	3	346	282	...	...	675	237	780	1,974	1,974	...	...	...	...
Total ...	65	7,543	6,756	102	426	22,181	1,572	18,572	49,609	49,609	20	1,320	1,735	...
Belgaum.														
Belgaum ...	13	1,717	1,654	33	312	6,006	872	4,800	13,677	13,677	8	732	806	...
Athni ...	6	506	252	...	1	1,456	445	1,460	3,614	3,614	3	319	629	...
Nipáni ...	5	358	438	5	...	962	375	1,172	2,952	2,952	...	...	...	...
Gokák ...	5	442	469	...	...	1,473	536	1,172	3,650	3,650	1	71	35	...
Savadatti ...	2	206	158	2	7	307	438	736	1,648	1,648	1	56	40	...
Yamkanmardi. ...	1	145	137	27	...	303	96	332	895	895	1	62	45	...
Total ...	32	3,374	3,108	67	320	10,507	2,762	9,672	26,436	26,436	14	1,240	1,555	...
Bijápur.														
Bijápur ...	8	766	568	...	...	2,950	610	2,780	6,908	6,908	7	694	690	75
Guledagudda ...	5	485	379	...	63	1,030	415	1,400	3,287	3,287	4	308	465	...
Bágalkot ...	5	737	518	68	1	2,277	...	1,900	4,764	4,764	5	291	230	60
Ilakal ...	4	265	232	...	...	849	275	720	2,076	2,076	1	100	70	...
Total ...	22	2,253	1,697	68	64	7,106	1,300	6,800	17,035	17,035	17	1,393	1,455	135
Kánara.														
Kárwár ...	10	987	459	425	...	2,008	500	2,324	5,716	5,716	1	55	113	...
Kumta ...	10	808	403	141	101	2,754	...	2,324	5,723	5,723	...	...	...	...
Sirsi ...	4	519	377	52	2	1,903	...	1,520	3,854	3,854	...	...	...	...
Haliyál ...	4	285	169	94	3	439	625	904	2,234	2,234	...	...	...	...
Bhatkal ...	3	269	157	52	2	1,022	...	768	2,001	2,001	...	...	...	...
Honávar ...	5	419	264	92	24	753	315	1,016	2,464	2,464	1	74	144	...
Total ...	36	3,287	1,829	856	132	8,879	1,440	8,856	21,992	21,992	2	129	257	...
Ratnágiri.														
Ratnágiri ...	6	650	692	64	...	1,068	575	1,556	3,955	3,955	2	83	95	...
Chiplún ...	4	223	315	135	...	1,495	...	1,348	3,293	3,293	...	...	...	...
Rájápur ...	3	404	451	5	1	985	...	836	2,278	2,278	1	32	20	...
Vengurla ...	7	729	705	47	7	2,620	...	2,192	5,571	5,571	...	...	...	...
Total ...	20	2,006	2,163	251	8	6,168	575	5,932	15,097	15,097	3	115	115	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i. e.*, ON THE GOVERNMENT GRANT.										PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.			
			RECEIPTS.											
	Number of Schools.	Number of Pupils.	Fees.	Local Fund Grant, Section 47.	Miscellaneous.	Municipal Funds.	Local Fund Grant, Section 45.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	4(*a*)	4(*b*)	4(*c*)	4(*d*)	4(*e*)	4(*f*)	5	6	7	8	9
SOUTHERN DIVISION —*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
Kolába.														
Alibág ...	3	364	349	35	8	1,068	620	1,560	3,640	3,640	1	58	70	...
Mahád ...	4	...	272	...	...	62	760	1,480	2,574	2,574	1	...	126	50
Pen ...	4	...	328	74	1	799	770	1,460	3,432	3,432	1	...	30	...
Panvel ...	4	388	296	...	44	982	762	1,532	3,616	3,616	...	...	...	...
Roha ...	4	396	308	...	...	509	620	1,100	2,537	2,537	1	69	...	...
Uran ...	3	193	228	28	100	826	180	980	2,342	2,342	...	...	...	...
Mátherán ...	1	81	85	37	...	443	...	232	797	797	...	...	...	...
Total ...	23	1,422	1,866	174	153	4,689	3,712	8,344	18,938	18,938	4	127	226	50
Total, Southern Division ...	198	19,885	17,419	1,518	1,103	59,530	11,361	58,176	1,49,107	1,49,107	60	4,324	5,343	185
SIND.														
Karáchi.														
Karáchi ...	17	1,739	1,781	397	172	14,393	582	10,172	27,497	27,497	35	3,729	11,417	3,461
Kotri ...	2	209	119	...	3	1,688	...	864	2,674	2,674	4	111	120	...
Tatta ...	4	424	351	24	...	3,096	422	2,252	6,145	6,145	3	137	100	...
Mánjhand ...	1	103	47	...	...	637	50	66	800	800	...	...	...	...
Keti Bandar ...	1	75	...	...	...	659	...	440	1,099	1,099	...	...	...	...
Total ...	25	2,550	2,298	421	175	20,473	1,054	13,794	38,215	38,215	42	3,977	11,637	3,461
Hyderabad.														
Hyderabad ...	14	1,325	516	117	6	9,031	...	6,480	16,150	16,150	28	2,897	9,097	660
Tando Mahomed Khán.	1	168	60	...	163	1,268	...	604	2,095	2,095	1	37	28	...
Tando Allahyár ...	1	189	97	...	...	1,183	...	656	1,936	1,936	1	35	45	...
Tando Adam ...	1	256	95	...	...	863	...	700	1,658	1,658	3	240	132	...
Nasarpur ...	1	256	307	...	14	2,189	...	1,144	3,654	3,654	1	30	...	...
Hálla ...	1	197	105	...	...	763	...	652	1,520	1,520	...	...	...	...
Matiári ...	1	156	67	...	...	951	...	628	1,646	1,646	1	53	25	...
Total ...	20	2,547	1,247	177	183	16,248	...	10,864	28,659	28,659	35	3,292	9,327	660
Shikárpur.														
Shikárpur ...	15	1,854	1,412	325	301	9,134	...	6,444	17,616	17,616	30	2,076	1,557	...
Sukkur ...	6	850	694	...	6	5,297	...	3,780	9,777	9,777	17	1,224	690	540
Rohri ...	4	566	937	60	...	2,639	...	2,308	5,944	5,944	1	30	25	..
Ghotki ...	1	154	80	6	...	1,034	...	572	1,692	1,692	1	21	25	...
Garhi Yásin ...	1	170	139	39	...	1,538	...	856	2,572	2,572	1	21	...	...
Total ...	27	3,594	3,262	430	307	19,642	...	13,960	37,601	37,601	50	3,372	2,297	540
Lárkana.														
Lárkána ...	3	530	593	211	1	2,609	...	2,272	5,686	5,686	7	304	393	255
Kamber ...	1	123	87	140	...	1,030	...	784	2,041	2,041	2	59	48	...
Ratodero ...	2	161	71	57	...	2,031	...	656	2,815	2,815	...	...	...	...
Sehwan ...	1	194	217	...	...	901	...	672	1,790	1,790	2	42	...	...
Bubak ...	1	116	74	...	...	700	...	648	1,422	1,422	...	...	...	...
Total ...	8	1,124	1,042	408	1	7,271	...	5,032	13,754	13,754	11	405	441	255
Jacobabad ...	5	284	180	...	7	2,568	...	1,380	4,135	4,135	5	244	158	...
Umarkot ...	2	232	...	...	25	1,560	300	1,296	3,181	3,181	...	...	...	...
Mirpur Khás ...	1	82	57	...	...	269	300	448	1,074	1,074	...	...	...	...
Total ...	3	314	57	...	25	1,829	600	1,744	4,255	4,255	...	...	...	...
Total, Sind ...	88	10,413	8,086	1,376	698	68,031	1,654	46,774	1,26,619	1,26,619	143	11,290	23,860	4,916
Grand Total ...	905	93,728	70,285	15,069	4,954	4,36,302	41,190	3,29,181	8,96,981	8,96,981	552	44,752	96,853	28,196

The list of Primary Schools for Girls will be found in Subsidiary Form No. 5 and the figures contrast with those of the previous year as under:—

Division.	Managed by Government.				Managed by Local Boards.				Managed by Municipal Boards.				Managed by Native States.			
	1905-1906.		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—																
Bombay ...	...	...	...	...	...	...	...	...	21	1,954	22	1,656	...	...	...	...
Mofussil ...	1	243	1	206	46	1,841	46	1,782	66	4,434	66	4,209	5	209	5	274
Northern Division...	2	188	2	62	118	5,629	122	5,027	65	5,724	66	5,410	48	2,713	49	2,334
Kathiáwár ...	...	...	...	...	...	...	...	..	...	...	...	...	93	9,463	94	9,077
Southern Division...	...	...	...	...	100	4,157	100	4,419	58	3,945	57	4,482	74	3,394	74	3,813
Sind ...	...	...	1	25	13	583	12	564	24	2,100	24	2,139	7	181	7	169
Aden ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	3	431	4	293	277	12,210	280	11,792	234	18,157	235	17,896	227	15,960	229	15,667

Division.	Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided.				Total.			
	1905-1906.		1906-1907.		1905-1906.		1906-1907.		1905-1906.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ...	34	3,647	31	3,410	7	1,215	7	1,206	62	6,816	60	6,272
Mofussil ...	57	3,745	56	3,514	2	61	1	14	177	10,533	175	9,999
Northern Division	48	4,749	44	4,037	1	48	5	287	282	19,051	288	17,157
Kathiáwár ...	...	...	1	60	1	60	...	...	94	9,523	95	9,137
Southern Division...	14	596	18	819	...	...	2	54	246	12,092	251	13,587
Sind ...	84	3,795	77	3,657	3	161	3	128	131	6,820	124	6,682
Aden ...	3	56	4	76	1	13	...	...	4	69	4	76
Total ...	240	16,588	231	15,573	15	1,558	18	1,689	996	64,904	997	62,910

The Divisional Returns for all Primary Schools in General Table V are as under:—

Division.	Number of Schools.	Number of Pupils on the Rolls.	Upper Primary Stage. 1			Lower Primary Stage. 2 Reading Printed Books.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Central Division.	2,789	161,106	41,198	4,106	45,304	52,337	6,933	59,270
Northern Division ...	2,345	133,677	39,711	4,602	44,313	39,642	8,206	47,848
Káthiáwár ...	967	64,181	22,341	2,561	24,902	20,283	4,296	24,579
Southern Division ...	2,871	154,203	44,684	2,280	46,964	52,600	7,166	59,766
Sind ...	1,475	65,015	15,491	713	16,204	25,487	4,704	30,191
Aden ...	35	1,447	108	...	108	618	90	708
Total ...	10,482	579,629	163,533	14,262	177,795	190,967	31,395	222,362

Division.	Lower Primary Stage—*contd.* 3 Not reading Printed Books.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Central Division.	45,251	11,281	56,532	138,786	22,320	161,106
Northern Division ...	29,701	11,815	41,516	109,054	24,623	133,677
Káthiáwár ...	10,513	4,187	14,700	53,137	11,044	64,181
Southern Division ...	35,382	12,091	47,473	132,666	21,537	154,203
Sind ...	14,660	3,960	18,620	55,638	9,377	65,015
Aden ...	578	53	631	1,304	143	1,447
Total ...	136,085	43,387	179,472	490,585	89,044	579,629

EXAMINATION RESULTS FOR 1903-07.

		Number of separate schools examined.	Number of pupils examined.	STANDARD I.		STANDARD II.		STANDARD III.		STANDARD IV.		STANDARD V.		STANDARD VI.		STANDARD VII.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
	Boys.																
Central Division.	In Local Board Area ...	1,824	73,813	14,764	9,171	12,203	6,589	8,630	4,579	5,107	2,500	2,067	1,155	892	526	254	168
	In Municipal Area ...	465	41,844	7,520	5,195	7,072	4,337	6,073	3,543	4,771	2,845	1,464	881	625	384	207	138
	In Native States ...	116	3,687	653	387	565	256	458	227	238	100	82	35	11	5	4	2
	Total ...	2,405	119,344	22,937	14,753	19,840	11,182	15,161	8,349	10,116	5,445	3,613	2,071	1,528	915	465	308
	Girls.																
	In Local Board Area ...	56	2,093	344	208	238	129	130	55	76	24	7	1	...	...	...	...
	In Municipal Area ...	158	9,412	1,736	1,214	1,360	860	932	609	553	388	113	73	25	10	...	...
	In Native States ...	4	362	32	19	18	12	6	6	1	1	...	...	...	...	...	...
	Total ...	218	11,867	2,112	1,441	1,616	1,001	1,068	670	630	413	120	74	25	10	..	...
	Total, Central Division ...	2,623	131,211	25,049	16,194	21,456	12,183	16,229	9,019	10,746	5,858	3,733	2,145	1,553	925	465	308
	Boys.																
Northern Division.	In Local Board Area ...	1,222	56,552	10,764	7,063	10,682	6,114	7,635	4,161	4,894	2,545	2,558	1,426	1,226	689	269	167
	In Municipal Area ...	246	24,649	4,771	3,114	5,037	2,884	3,981	2,185	3,013	1,477	1,249	665	518	276	146	70
	In Native States ...	462	19,250	3,783	2,746	3,818	2,456	3,105	1,985	2,058	1,249	1,114	718	351	222	67	54
	Total ...	1,930	100,451	19,318	12,923	19,537	11,454	14,721	8,331	9,965	5,271	4,921	2,809	2,095	1,187	482	291
	Girls.																
	In Local Board Area ...	126	4,679	956	614	731	467	372	234	214	128	73	36	18	13	...	...
	In Municipal Area ...	102	6,676	1,537	1,015	1,029	632	690	387	422	282	197	134	95	41	...	...
	In Native States ...	45	1,828	394	296	317	217	201	135	106	72	50	37	19	10	...	...
	Total ...	273	13,183	2,887	1,925	2,077	1,316	1,263	756	742	432	320	207	132	64	...	...
	Total, Northern Division...	2,203	113,634	22,205	14,848	21,614	12,770	15,984	9,087	10,707	5,703	5,241	3,016	2,227	1,251	482	291
	Boys.																
Kathiawar.	In Native States ...	848	39,373	9,435	7,480	9,426	6,692	7,543	5,171	5,840	3,917	3,004	1,916	1,315	899	421	327
	Girls.																
	In Native States ...	95	5,074	1,726	1,242	1,266	888	758	511	447	303	218	156	66	54	...	...
	Total, Káthiáwár ...	943	44,447	11,161	8,722	10,692	7,580	8,301	5,682	6,287	4,220	3,222	2,072	1,381	953	421	327
	Boys.																
Southern Division.	In Local Board Area ...	1,733	74,953	15,448	11,569	13,448	7,939	9,865	5,645	6,576	3,371	2,728	1,598	1,000	515	264	171
	In Municipal Area ...	201	17,849	3,339	2,366	3,215	1,931	2,531	1,549	1,917	1,068	810	491	284	161	131	82
	In Native States ...	626	20,367	5,276	3,659	4,775	2,807	3,645	2,078	2,576	1,338	907	495	258	145	63	31
	Total ...	2,560	113,169	24,063	17,594	21,438	12,677	16,041	9,272	11,069	5,772	4,445	2,494	1,542	821	458	284
	Girls.																
	In Local Board Area ...	106	3,487	812	605	434	279	203	143	66	43	10	7	...	...	...	...
	In Municipal Area ...	65	3,978	816	592	548	347	304	204	120	85	33	24	1	1	...	...
	In Native States ...	71	1,658	551	394	362	244	145	89	75	49	22	11	1	...	...	...
	Total ...	242	9,123	2,179	1,591	1,344	870	652	436	261	177	65	42	2	1	...	...
	Total, Southern Division...	2,802	122,292	26,242	19,185	22,782	13,547	16,693	9,708	11,330	5,949	4,510	2,536	1,544	822	458	284
	Boys.																
Sind ...	In Local Board Area ...	1,076	32,927	3,888	2,326	3,351	1,899	2,638	1,517	1,732	943	1,046	583	465	218	229	146
	In Municipal Area ...	161	13,918	2,190	1,553	1,914	1,250	1,545	1,045	1,441	877	290	132	138	88	64	41
	Total ..	1,237	46,845	6,078	3,879	5,265	3,139	4,183	2,562	3,173	1,820	1,336	715	603	301	293	187
	Girls.																
	In Local Board Area ...	55	2,266	91	47	44	22	32	13	21	6	7	4	8	4	1	1
	In Municipal Area ..	57	3,570	614	388	419	263	198	142	100	63	39	23	25	14	7	5
	Total ...	112	5,836	705	435	463	285	230	155	121	69	46	27	33	18	8	6
	Khairpur State ...	98	3,369	292	156	288	135	246	92	152	45	54	11	20	4	...	...
	Total, Sind ..	1,447	56,050	7,075	4,470	6,016	3,559	4,658	2,809	3,446	1,934	1,436	753	656	323	301	193
	GRAND TOTAL ...	10,018	467,634	91,732	63,419	82,560	49,639	61,865	36,305	42,516	23,664	18,142	10,522	7,361	4,274	2,127	1,403

Normal Schools.—*The table given below shows the number and average pay of all full-time teachers in Local Board, Municipal Board and Native State Primary Schools in each Division of the Bombay Presidency.*

		No. of trained Head Masters.	No. of untrained Head Masters.	No. of trained Assistants.	No. of untrained Assistants who have passed the Public Service Certificate Examination.	No. of untrained and unpassed Assistants.	Average pay of trained Head Masters.	Average pay of untrained Head Masters.	Average pay of trained Assistants.	Average pay of untrained but passed Assistants.	Average pay of untrained and unpassed Assistants.
	Male Teachers.						Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Central Division.	Local Board	673	1,058	329	616	449	19 12 8	10 0 2	13 1 3	7 8 10	7 9 7
	Bombay	45	25	50	129	72	38 13 9	36 0 0	22 9 2	10 0 0	10 0 0
	Municipal Board, Mofussil.	156	68	245	385	183	25 8 11	11 3 5	14 8 6	8 1 6	8 2 2
	Native States ...	10	116	8	32	48	21 4 9	10 14 10	12 1 4	9 11 6	7 2 3
Northern Division.	Local Board	713	552	143	1,032	436	19 12 9	9 14 6	12 14 5	7 7 6	6 14 5
	Municipal Board ...	153	42	197	463	164	24 15 11	9 2 8	13 4 9	7 9 6	7 6 4
	Native States ...	199	309	28	210	281	18 3 10	11 6 5	13 14 3	6 12 4	5 7 8
Káthiáwár.	Agency	197	30	41	...	343	19 12 3	10 11 9	13 3 11	...	4 0 8
	Private	1	11	...	...	1	9 0 0	8 13 1	...	...	3 0 0
	State	425	195	106	...	1,286	19 7 7	10 14 9	12 6 8	...	5 11 9
Southern Division.	Local Board	878	596	289	811	211	18 7 7	10 1 2	13 13 1	7 4 2	7 9 0
	Municipal Board ...	121	53	153	222	150	25 9 11	10 5 9	14 8 3	8 4 4	7 12 11
	Native States... ...	126	440	64	284	347	16 2 5	10 10 5	13 8 9	9 7 1	7 3 9
Sind ...	Local Board	273	298	120	333	58	31 12 0	10 3 6	19 10 7	9 8 1	8 11 2
	Municipal Board ...	48	9	104	107	46	40 1 8	29 9 4	21 6 2	10 6 1	8 11 0
	Native States ...	5	36	1	13	37	23 0 0	10 0 0	20 0 0	11 0 0	8 0 0
	Total ...	4,028	3,838	1,878	4,637	4,112	...	...	...	...	...
	Female Teachers.										
Central Division.	Local Board ...	11	1	1	...	6	22 13 4	10 0 0	12 0 0	...	7 8 0
	Bombay	16	6	13	...	52	36 10 8	36 10 8	20 5 0	...	10 0 0
	Municipal Board, Mofussil.	27	8	3	...	39	22 0 4	9 14 11	15 10 8	...	9 4 3
	Native States ...	1	3	...	...	2	30 0 0	10 5 4	...	...	5 0 0
Northern Division.	Local Board	64	31	1	3	17	19 2 0	9 0 0	20 0 0	7 0 0	7 2 10
	Municipal Board ...	55	5	27	5	58	21 6 5	12 0 0	10 11 3	7 12 10	7 2 2
	Native States ...	23	16	2	...	37	24 10 5	11 4 0	14 0 0	...	5 3 5
Káthiáwár...	Agency	22	...	10	...	17	18 10 2	...	11 0 0	...	3 8 6
	Private	...	1	...	...	..	...	13 0 0	...	...	...
	State	52	6	20	...	86	20 8 0	14 13 4	10 2 5	...	5 0 9
Southern Division.	Local Board	13	4	1	...	34	15 9 10	10 0 0	15 0 0	...	5 13 2
	Municipal Board ...	20	5	6	...	58	18 4 0	12 9 7	12 8 0	...	8 3 4
	Native States ...	10	19	4	5	29	15 11 2	17 8 5	16 4 0	8 0 0	7 7 9
Sind ...	Local Board	7	4	1	...	8	27 9 1	10 8 0	26 0 0	...	9 6 0
	Municipal Bhard ...	20	2	23	...	19	26 12 4	17 8 0	15 0 2	...	11 0 2
	Native States ...	...	7	...	...	1	...	7 0 0	...	...	8 0 0
	Total ...	341	118	112	13	463	...	...	...	...	...

GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY.

Statement of Government Stock and Cash Accounts for the year 1906-07.

Receipts.	Amount.	Disbursements.	Amount.
	Rs. a. p.		Rs. a. p.
Balance on the 1st April 1906 as under:—		Sale-proceeds realized and adjusted ...	8,164 6 8
Rs. a. p.			
Value of stock... 1,26,139 0 9		Commission allowed to vendors ...	1,635 0 0
Cash ... 1,107 0 4			
		Value of books issued gratis .	13,035 2 10
	1,27,246 1 1		
Value of new stock received.	31,494 15 3	Loss on copies of Dr. Moore's Family Medicine and Marryett's Specifications sold ...	2,381 1 0
Amount of subscription to the Journal of Indian Art.	875 0 0		
Messrs. R. Cambray & Co., Calcutta (April 1906) ...	0 0 8	Balance on the 31st March 1907 as under:—	
Do. do. (May 1906) ...	0 0 3		
		Rs. a. p.	
		Value of stock ... 1,32,841 8 1	
		Cash ... 1,258 14 8	
			1,34,100 6 9
Total ...	1,59,616 1 3	Total ...	1,59,616 1 3

Statement of Depôt Stock Account for the year 1906-07.

Receipts.	Amount.	Disbursements.	Amount.
	Rs. a. p.		Rs. a. p.
Balance on the 1st April 1906	2,95,598 11 6	Value of books, &c., sold ...	42,991 1 6
Value of new stock received during the year ...	28,373 11 3	Loss on account of books written off	24,176 9 0
		Balance on the 31st March 1907	2,56,804 12 3
Total ...	3,23,972 6 9	Total ...	3,23,972 6 9

Statement of Depôt Cash Account for the year 1906-07.

Receipts.	Amount.	Disbursements.	Amount.
	Rs. a. p.		Rs. a. p.
Balance on the 1st April 1906	46,157 10 8	Re-investment in stock ...	18,379 5 5
Amount invested in Government Promissory Notes	1,00,100 0 0	Discount allowed to purchasers.	8,256 15 0
Debts remaining unpaid ...	3,382 7 4	Debts discharged	3,403 5 11
Sale-proceeds	42,991 1 6	Contingent expenditure ...	587 14 10
Miscellaneous Receipts ...	12,198 1 8	House-rent	3,025 0 0
Amount of the proportionate share of the privilege leave and furlough allowances of Mr. G. J. Agashe, Curator, recovered from Government and credited.	2,598 2 2	Postage	150 0 0
		Printing office forms ...	418 14 8
		Salaries and contribution to Pension Fund	14,334 6 7
		Rewards to authors and revision of Vernacular Text Books	3,803 0 5
		Audit fees	169 0 0
		Fire Insurance	666 10 8
		Stationery	84 11 4
		Amount invested in Government Promissory Notes ...	1,00,100 0 0
		Balance on the 31st March 1907 as under :—	
		Rs. a. p.	
		Cash in the Treasury . 52,441 1 7	
		Cash in hand. 805 1 0	
		Outstandings ... 801 15 11	
			54,048 2 6
Total ...	2,07,427 7 4	Total ...	2,07,427 7 4

The Cash Account of the Sind Book Depôt was as under :—

Receipts.	Amount.	Expenditure.	Amount.
	Rs. a. p		Rs. a. p.
Sale-proceeds	20,743 5 4	Salaries and travelling allowance	2,662 11 10
Miscellaneous receipts ..	445 14 6	Printing and binding ...	8,159 3 8
		Purchase of books ...	4613 4 3
		Purchase of furniture ...	110 0 0
		Discount	1,314 2 1
		Commission	477 11 6
		Packing and contingent charges	965 10 6
			18,302 11 10
		Balance ...	2,886 8 0
Total ...	21,189 3 10	Total ...	21,189 3 10

The Stock Account of the Sind Book Depôt is shown below :—

Receipts.	Amount.	Expenditure.	Amount.
	Rs. a. p.		Rs. a. p.
Stock in hand on 1st April 1906	53,166 5 11	Stock sold during the year .	20,743 5 4
Stock received during the year	17,112 3 3	Stock struck off ...	143 15 3
			20,887 4 7
		Balance in hand on 31st March 1907 ...	48,391 4 7
Total ...	69,278 9 2	Total ...	69,278 9 2

SUBSIDIARY

Statistical Return of Colleges

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.
			Reading for Degree.	Reading for First Arts, Licentiate or Corresponding Examination.	Total.			
1	2	3	4	5	6	7	8	9
	Arts Colleges.							Rs.
	Government.							
Bombay ...	Elphinstone College ...	1	160	232	392	385	295	29,997
Poona ...	Deccan College	1	63	132	195	188	155	55,041
	Native States.							
Káthiáwár ...	Bahauddin College, Junágad	1	69	67	136	136	116	...
Do. ...	Sámaldás College, Bhávnagar	1	43	38	81	77	66	...
Kolhápur ...	Rájárám College ...	1	13	51	64	51	46	...
	Aided.							
Bombay ...	Wilson College	1	204	349	553	488	425	11,800
Do. ...	St. Xavier's College ...	1	123	243	366	354	331	11,800
Poona ...	Fergusson College ...	1	126	374	500	477	396	11,800
Ahmedabad ...	Gujarát College	1	48	161	209	212	181	11,800
Karáchi ...	Dayárám Jethmal Sind Arts College	1	55	196	251	208	187	16,800
	Total, Arts Colleges ...	10	904	1,843	2,747	2,576	2,198	1,49,038
	Professional Colleges.							
	Government.							
Bombay ...	Law School	1	227	269	496	455	397	—5,828
Poona ...	Law Class (Deccan College)	1	...	45	45	50	38	—830
Bombay ...	Grant Medical College ...	1	191	488	679	635	630	1,67,959
Poona ...	College of Science ...	1	52	91	143	166	161	26,100
Do. ..	Agricultural Class (College of Science)	1	24	63	87	87	72	27,800
	Aided.							
Ahmedabad ...	Law Class (Gujarát College)	(1)	(10)	...	(10)	(12)	(12)	...
Karáchi ...	Law Class (D. J. Sind College)	(1)	(26)	(37)	(63)	(42)	(36)	...
	Total, Professional Colleges	5 (2)	494 (36)	956 (37)	1,450 (73)	1,393 (54)	1,238 (48)	2,15,201
	Grand Total ...	15 (2)	1,398 (36)	2,799 (37)	4,197 (73)	3,969 (54)	3,496 (48)	3,64,239

FORM No. 1.

for the Official Year 1906-1907.

Expenditure.							Annual Cost of educating each Scholar.		Remarks.
Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.	
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	40,387	...	...	14,354	84,738	220 1 7	77 14 8	
...	...	15,040	...	...	165	70,186	373 5 3	292 12 4	
...	...	5,199	29,688	...	...	34,887	256 8 4	.....	
...	...	3,323	13,362	...	...	16,685	216 11 0	.....	
...	...	2,146	17,954	...	23	20,123	394 9 1	.....	
...	...	33,084	...	...	22,741	67,625	138 9 3	24 2 11	
...	...	27,906	...	...	...	39,706	112 2 7	33 5 4	
...	...	21,450	...	10,000	2,578	45,828	96 1 2	24 11 10	
...	3,000	12,120	...	450	12,872	40,242	189 13 2	55 10 7	
5,750	7,550	16,482	...	...	...	46,582	223 15 3	80 12 3	
5,750	10,550	1,77,137	61,004	10,450	52,673	4,66,602	181 2 1	57 13 8	
...	...	28,361	...	...	1,875	24,408	53 10 4	—12 12 11	
...	...	2,500	...	...	...	1,670	33 6 5	—16 9 7	
...	...	...	...	...	2,732	1,70,691	4 4 10	.....	
...	...	19,410	...	...	747	46,257	278 10 6	157 3 8	
...	...	4,075	...	...	...	31,875	366 6 1	319 8 8	
...	...	625	...	...	575	1,200	100 0 0	.....	
...	...	1,200	...	...	...	1,200	28 9 1	.....	
...	...	56,171	...	...	5,929	2,77,301	191 10 3	148 11 7	
5,750	10,550	2,33,308	61,004	10,450	58,602	7,43,903	184 14 7	90 8 8	

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the Official Year 1906-1907.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Bombay ...	Elphinstone High School ...	1	635	...	635	648	595	19,335	...	...	27,930	...	...	4,216	51,481	79 7 2	29 13 5	.....
Poona ...	Poona High School ...	1	150	117	267	268	209	16,745	...	...	4,683	...	...	2	21,430	79 15 5	62 7 8	.....
Sátára ...	Sátára High School ...	1	179	76	255	271	223	10,411	...	...	4,564	...	...	...	14,975	55 4 2	38 6 8	.....
Sholápur ...	Northcote High School, Sholápur.	1	207	104	311	299	261	7,857	...	...	5,805	...	...	...	13,662	45 11 1	26 4 5	.....
Násik ...	Násik High School	1	208	160	368	340	294	7,150	...	...	7,733	...	...	4	14,887	43 12 6	21 0 6	.....
Khándesh ...	Garud High School, Dhulia ...	1	299	170	469	448	380	5,603	...	...	8,527	...	...	820	14,950	33 5 11	12 8 1	.....
Ahmedabad ...	R. C. High School, Ahmedabad.	1	390	...	390	359	326	3,255	...	...	11,864	...	...	19	15,138	42 2 8	9 1 1	.....
Kaira ...	High School, Nadiád ...	1	221	122	343	314	291	3,634	...	...	7,781	...	...	6	11,421	36 5 11	11 9 2	.....
Broach ...	R. S. Dalal, High School, Broach.	1	248	...	248	236	216	3,812	...	...	7,538	...	100	122	11,572	49 0 7	16 2 5	.....
Surat ...	S. J. J. High School, Surat.	1	261	...	261	247	215	8,134	...	...	7,796	...	...	...	15,930	64 7 11	32 14 10	.....
Thána ...	B. J. do. Thána	1	149	68	217	220	183	7,205	...	...	5,506	...	...	...	12,711	57 12 5	32 12 0	.....
Panch Mahals.	Telang do. Godhra.	1	85	76	161	143	127	5,953	...	...	2,801	...	...	...	8,754	61 3 5	41 10 1	.....
Dhárwár ...	High School	1	305	100	405	375	295	5,330	...	...	8,719	...	...	206	14,255	38 0 3	14 3 5	.....
Belgaum ...	Sardars High School ...	1	265	162	427	384	325	7,843	...	...	8,191	...	...	16	16,050	41 12 9	20 6 10	.....
Bijápur ...	High School	1	223	144	367	376	299	4,731	...	...	8,101	...	...	14	12,846	34 2 8	12 9 4	.....
Kárwár ...	Do.	1	254	66	320	288	241	3,937	...	...	7,092	...	...	93	11,022	38 4 4	13 5 2	.....
Ratnágiri ...	Do.	1	268	...	268	234	204	7,071	...	...	5,142	...	...	50	12,263	52 6 6	30 3 6	.....
Karáchi ...	N. J. High School, Karáchi.	1	286	296	582	593	512	8,218	...	...	12,113	...	...	2	20,333	34 4 7	13 13 8	.....
Hyderabad ...	High School, Hyderabad ...	1	133	97	230	210	182	5,769	...	...	5,114	...	...	4	10,887	51 13 6	27 7 7	.....
Sukkur ...	Do. Shikárpur ...	1	228	100	328	335	287	4,226	...	...	9,023	...	...	...	13,249	39 8 9	12 9 10	.....
	Total ...	20	4,994	1,858	6,852	6,588	5,665	1,46,119	...	...	1,66,023	...	100	5,574	3,17,816	48 3 10	22 2 10	.....
	Municipal.																	
Sholápur ...	Victoria Jubilee High School, Pandharpur.	1	62	59	121	114	103	883	...	3,619	1,753	...	...	...	6,255	54 13 11	7 11 11	883 0 0
Dhárwár ...	Lamington High School, Hubli.	1	211	192	403	367	291	3,024	...	965	6,510	...	...	...	10,499	28 9 9	8 3 10	2,600 0 0
	Total ...	2	273	251	524	481	394	3,907	...	4,584	8,263	...	...	...	16,754	34 14 0	8 2 0	3,483 0 0
	Native State.																	
Poona ...	The High School, Bhor ...	1	67	77	144	129	117	...	1,872	...	...	...	...	...	1,872	14 8 2	...	.....
Sátára ...	Mudhoji High School, Phaltan.	1	47	84	131	118	96	...	...	...	256	3,042	...	...	3,298	27 15 2	...	.....
	The High School, Aundh ...	1	...	6	6	8	6	...	...	...	21	876	...	...	897	112 2 0	...	.....
Pálanpur ...	High School, Pálanpur ...	1	77	148	225	226	204	...	...	...	1,159	4,709	...	...	5,868	25 15 5	...	.....
Cutch ...	Do. Bhúj ...	1	134	...	134	133	108	...	...	...	1,311	3,086	...	...	4,397	33 1 0	...	.....
Cambay ...	Do. Cambay ...	1	63	87	150	167	144	...	...	...	1,214	3,049	...	...	4,263	25 8 5	...	.....
Rewa Kántha.	Do. Nándod ...	1	73	94	167	154	128	...	...	...	1,041	7,995	...	...	9,036	58 10 10	...	.....
Káthiáwár	Káthiáwár High School ...	1	255	...	255	236	201	...	...	...	7,463	12	188	1,588	8,951	37 14 10	...	.....
	Junágad High School ...	1	175	249	424	464	397	...	...	...	3,018	16,074	...	...	19,092	41 2 4	...	.....
	Jámnagar do. ...	1	195	...	195	201	174	...	...	...	2,992	14,010	390	...	17,392	86 8 5	...	.....
	Bhávnagar do. ...	1	332	...	332	331	292	...	...	...	4,988	7,644	...	...	12,632	38 2 7	...	.....
	Porbander do. ...	1	66	210	276	228	183	...	...	...	1,726	3,624	...	...	5,350	23 7 5	...	.....
	Dhrangadhra do. ...	1	65	121	186	183	167	...	...	...	936	2,532	...	...	3,468	18 15 3	...	.....
	Morvi V. C. do. ...	1	117	214	331	305	262	...	...	...	...	7,765	...	...	7,765	25 7 4	...	.....
	Gondal Sagramji do. ...	1	181	136	317	324	301	...	...	...	6,141	5,303	...	161	11,605	35 13 1	...	.....
	Vánkáner do. ...	1	56	117	173	139	121	...	...	...	559	2,247	32	10	2,848	20 7 10	...	.....
	Limbdi do. ...	1	61	170	231	172	146	...	...	...	675	2,181	5	...	2,861	16 16 2	...	.....
	Wadhwán do. ...	1	117	127	244	239	221	...	...	...	2,675	5,093	...	25	7,793	32 9 8	...	.....
	Rájkumár College, Rájkot...	1	26	13	39	39	35	...	...	...	28,563	...	439	29,735	53,737	1,506 1 3	...	.....
	Gondal Girásia College ...	1	17	34	51	60	52	...	...	...	12,080	11,375	...	...	23,455	390 14 8	...	.....
Kolhápur and Southern Mahratha Agency.	Rajaram High School, Kolhápur.	1	271	84	355	368	295	...	...	...	6,634	15,099	...	217	21,950	59 10 4	...	.....
	Miraj do.	1	83	81	164	155	138	...	...	...	1,763	4,225	...	...	5,988	38 10 1	...	.....
	Sángli do.	1	131	112	243	227	199	...	...	...	1,590	6,217	...	9	7,816	34 6 11	...	.....
	Jamkhandi do.	1	126	139	265	236	208	...	...	...	183	8,213	...	...	8,396	35 9 3	...	.....
Sávantvádi Agency.	Sávantvádi High School ..	1	194	82	276	264	226	...	...	...	4,565	2,565	...	36	7,166	27 2 4	...	.....
Kolába Agency	Janjira High School, Murud	1	57	116	173	139	110	...	...	...	314	5,605	...	...	5,919	42 9 4	...	.....
	Total ...	26	2,986	2,501	5,487	5,245	4,531	...	1,872	...	91,567	1,42,541	1,054	31,781	2,68,815	51 4 0	...	.....
	AIDED (RECOGNISED).																	
	European and Eurasian.																	
Bombay ...	Cathedral High School ...	1	28	80	108	103	87	6,043	...	...	7,477	...	2,096	4,134	19,750	191 12 0	58 10 9	6,043 0 0
	Bombay Education Society's High School.	1	32	180	212	200	178	4,890	...	...	5,576	...	1,094	6,100	17,660	88 8 10	24 7 2	4,794 0 0
	Scottish Education Society's High School, Byculla.	1	16	66	82	92	67	2,235	...	...	4,050	...	200	455	6,940	75 6 11	24 4 8	2,235 0 0
	John Connon High School, Fort.	1	29	85	114	107	86	2,916	...	...	5,876	...	200	2,554	11,546	107 14 6	27 4 0	2,916 0 0
	St. Mary's Institution ...	1	32	253	285	261	238	5,717	...	...	7,053	...	...	4,821	17,591	67 6 5	21 14 6	5,717 0 0
Poona ...	Bishop's High School ...	1	18	48	66	72	63	3,694	...	...	5,690	...	...	1,696	11,080	153 14 3	51 4 11	3,694 0 0
Aboo ...	High School, Aboo	1	8	42	50	43	41	4,080*	...	...	4,022	...	100	1,183	9,385	218 4 1	...	.....
Karáchi ...	Grammar School	1	25	133	158	149	130	2,739	...	300	5,990	...	875	2,822	12,726	85 6 7	18 6 1	2,739 0 0
	Total ...	8	188	887	1,075	1,027	890	32,314	...	300	45,734	...	4,565	23,765	1,06,678	103 14 0	31 7 5	28,138 0 0
	English Teaching.																	
Bombay ...	Antonio DeSilva's School, Dádar.	1	19	507	526	503	400	1,545	...	...	8,312	...	...	1,270	11,127	22 1 11	3 1 2	1,545 0 0
	St. Xavier's High School Esplanade.	1	156	1,226	1,382	1,324	1,156	10,000	...	...	49,219	...	...	90	59,309	44 12 9	7 8 10	10,000 0 0
Poona ...	St. Vincent's High School...	1	40	234	274	287	219	2,344	...	...	9,297	...	...	477	12,118	42 3 7	8 2 8	2,344 0 0
Karáchi ...	St. Patrick's School ...	1	34	305	339	328	296	4,300	...	180	7,648	...	...	4,142	16,270	49 9 8	13 1 9	4,300 0 0
	Total ...	4	249	2,272	2,521	2,442	2,071	18,189	...	180	74,476	...	...	5,979	98,824	40 7 6	7 7 2	18,189 0 0

* Imperial.

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED (RECOGNISED)—*contd.*																	
	Anglo-Vernacular.																	
Bombay ...	Israelite High School ...	1	25	55	80	73	62	2,000	...	...	594	...	2,188	506	5,288	72 7 0	27 6 4	2,000 0 0
	Wilson High School ...	1	263	182	445	402	336	3,250	...	...	8,627	...	...	5,023	17,100	42 8 7	8 1 4	3,250 0 0
	Robert Money Institution..	1	99	65	164	190	151	1,802	...	...	4,425	...	3,396	557	10,180	53 9 3	9 7 9	1,802 0 0
	A. M. High School, Byculla.	1	30	73	103	105	99	1,604	...	...	621	...	7,707	...	9,932	94 9 5	15 4 5	1,604 0 0
	Anjuman-i-Islam High School.	1	76	123	199	195	164	6,000	...	...	947	...	12	3,171	10,130	51 15 2	30 12 4	6,000 0 0
	Byramji Jijibhoy Pársi Charitable Institution.	1	98	131	229	218	188	2,475	...	...	619	...	10	9,783	12,887	59 1 10	11 5 8	2,475 0 0
	Sir J. J. Pársi Benevolent Institution.	1	203	163	366	337	366	2,138	...	...	282	...	3,834	11,555	17,809	51 5 10	6 5 6	2,138 0 0
	St. John's Night School, Umarkhádi.	1	62	46	108	113	83	700	...	...	580	...	240	2,005	3,525	31 3 1	6 3 1	700 0 0
	Esplanade H. S., Frere Road.	1	204	193	397	372	335	1,996	...	...	12,635	...	311	1,442	16,384	44 0 8	5 5 10	1,996 0 0
Poona ...	New English School, Poona.	1	507	215	722	570	483	7,342	...	...	11,631	...	...	4,365	22,738	39 14 3	12 14 1	7,342 0 0
	Native Institution, Poona..	1	210	159	369	321	268	3,736	...	16	4,070	...	3,700	115	11,637	36 4 0	11 10 3	3,736 0 0
	Nutan Marathi Vidyálaya ..	1	536	478	1,014	925	820	5,762	...	38	11,675	...	2,120	...	19,595	21 2 11	6 3 8	5,762 0 0
	Private English High School, Junnar.	1	33	62	95	103	85	800	...	200	1,089	...	...	1,389	3,478	33 12 3	7 12 3	800 0 0
Sátára ...	Deccan Edn. Society's New English School, Sátára.	1	93	89	182	219	179	1,000	...	...	2,601	...	...	1,745	5,346	24 6 7	4 9 0	1,000 0 0
Ahmednagar	American Mission High School, Nagar.	1	113	183	296	292	247	3,000	...	...	2,176	...	3,474	...	8,650	29 10 0	10 4 5	3,000 0 0
	Edn. Society's High School.	1	210	...	210	198	168	3,114	...	900	3,396	...	...	...	7,410	37 6 9	15 11 8	3,114 0 0
	S. P. G. Mission High School.	1	28	48	76	72	68	736	...	...	181	...	...	2,836	3,753	52 2 0	10 3 7	736 0 0
Ahmedabad ...	Mission High School, Ahmedabad.	1	85	95	180	199	154	3,454	...	...	3,174	...	...	3,152	9,780	49 2 4	17 5 9	3,454 0 0
Surat ...	Mission High School, Surat.	1	149	104	253	260	204	4,209	...	...	4,472	...	...	3,186	11,867	45 10 3	16 3 0	4,209 0 0
	Sarvajanik do. do. ...	1	183	201	384	361	301	1,500	...	...	6,198	...	184	...	7,882	21 13 4	4 6 0	1,500 0 0
	Avabai High School, Bulsár.	1	141	...	141	125	111	1,519	...	...	3,121	...	...	135	4,775	38 3 2	12 2 5	1,519 0 0
Kaira ...	Jubilee Institution, Umreth	1	...	...	...	143	126	795	...	100	1,441	...	...	...	2,336	16 5 4	5 8 11	795 0 0
Dhárwár ...	Basel Mission High School.	1	80	87	167	164	137	1,947	...	...	2,047	...	...	3,414	7,408	45 2 9	11 13 11	1,677 0 0
	Victoria High School, Dhárwár.	1	155	145	300	293	255	1,567	...	25	4,328	...	111	84	6,115	20 13 11	5 5 7	1,500 0 0
Belgaum ...	Methodist Episcopal Mission High School, Belgaum.	1	196	105	301	270	221	3,491	...	...	3,714	...	...	2,388	9,593	35 8 4	12 14 10	3,187 0 0
Ratnágiri ...	S. P. G. Mission High School, Dápoli.	1	70	42	112	125	103	1,730	...	...	2,093	...	...	2,394	6,247	49 15 7	14 1 3	1,760 0 0
Kolába ...	Free Church Mission High School, Alibág.	1	122	112	234	214	191	2,175	...	...	3,644	...	...	1,660	7,479	34 15 2	10 2 7	1,800 0 0
Kolhápur ...	Private High School, Kolhápur.	1	153	125	278	263	217	...	...	...	3,312	1,567	165	618	5,662	21 4 7	...	.....
Karáchi ...	Church Mission High School.	1	31	83	114	118	92	1,509	...	300	1,694	...	...	2,109	5,612	47 8 11	12 12 7	1,509 0 0
	Sind Madressah	1	143	164	307	301	232	6,000	4,635	2,432	542	5,330	...	...	18,939	63 1 4	19 14 11	6,000 0 0
Hyderabad ...	Church Mission High School, Hyderabad.	1	27	42	69	56	44	1,479	...	...	552	...	900	1,832	4,763	85 0 10	26 6 7	1,479 0 0
	Navalrai Hiranand Academy.	1	476	264	740	697	597	5,412	...	...	14,091	...	...	...	19,503	27 15 8	7 12 3	5,412 0 0
	Nava Vidyálaya High School.	1	268	275	541	534	444	3,682	...	...	12,389	...	...	...	16,071	30 1 6	6 14 4	3,682 0 0
	Total ...	33	5,067	4,109	9,176	8,831	7,470	87,954	4,635	4,011	1,32,561	6,947	27,852	65,464	3,29,424	37 4 10	9 15 4	86,938 0 0
	UNAIDED—(RECOGNISED).																	
	Anglo-Vernacular.																	
Bombay ...	Proprietary and Fort High School, Gawalia Tank Road.	1	111	182	293	269	234	...	...	...	8,926	...	...	...	8,926	33 2 11	...	.....
	Do. Elphinstone Circle.	1	300	146	446	470	410	...	...	...	16,085	...	...	3,586	19,671	41 13 8	...	.....
	Ripon High School	1	12	27	39	28	21	...	...	...	906	...	...	...	906	32 5 9	...	.....
	Marátha do.	1	141	78	219	219	167	...	...	...	4,020	...	...	132	4,152	18 15 4	...	.....
	Goculdás Tejpál High School.	1	229	...	229	230	211	...	...	...	6,134	...	...	5,934	12,068	52 7 6	...	.....
	New High School, Hornby Road.	1	898	826	1,724	1,756	1,589	...	...	...	79,578	...	...	1,232	80,810	46 0 4	...	.....
	J. N. Petit Pársi Orphanage, Parel.	1	35	96	131	117	109	...	...	...	332	...	...	9,186	9,518	81 5 7	...	.....
	Aryan Edu. Society's High School.	1	390	434	824	963	805	...	...	...	18,873	...	...	...	18,873	19 9 7	...	.....
	Tutorial High School, Grant Road.	1	202	...	202	174	153	...	...	...	9,717	...	...	...	9,717	55 13 6	...	.....
	Babu Pannalal Pooranchand Jain High School.	1	58	73	131	102	85	...	...	...	...	...	...	6,026	6,026	59 1 3	...	.....
Ahmedabad.	Gujarát High School ...	1	...	...	...	161	124	...	...	...	2,857	...	...	...	2,857	17 11 11	...	.....
	New English School ...	1	344	383	727	859	663	...	...	...	12,057	...	...	...	12,057	14 0 7	...	.....
	Native Institution ...	1	104	130	234	187	162	...	...	...	2,960	...	...	...	2,960	15 13 3	...	.....
Surat ...	Union High School ...	1	147	174	321	332	265	...	...	...	5,609	...	...	32	5,641	18 15 10	...	.....
Káthiáwár ...	Saurashtra High School, Rájkot.	1	136	103	239	185	148	...	...	...	3,474	...	60	237	3,771	20 6 2	...	.....
Ratnágiri ...	Bhandári High School, Málwan.	1	47	...	47	98	56	...	...	...	1,761	...	...	6	1,767	18 0 6	...	.....
	VI and VII Standard classes, United English School, Chiplun.	1	15	...	15	19	15	...	...	...	230	...	...	...	230	12 1 8	...	.....
Kolába ...	Private High School, Pen...	1	closed for plague.			38	29	...	...	...	1,210	...	248	...	1,458	38 5 11	...	.....
	Total ...	18	3,169	2,652	5,821	6,207	5,246	...	...	...	1,74,729	...	308	26,371	2,01,408	32 7 2	...	.....
	UNAIDED (UNRECOGNISED).																	
	Anglo-Vernacular.																	
Karáchi ...	Hindu Academy, Karáchi ...	1	19	122	141	126	99	...	...	...	541	...	...	1,046	1,587	12 9 6	...	.....
	Desh Sudhar High School, Karáchi.	1	39	118	157	168	140	...	...	...	2,413	...	1,307	394	4,114	24 7 9	...	.....
Kánara ...	Private High School, Kárwár.	1	42	46	88	88	73	...	...	...	1,335	...	...	...	1,335	15 2 9	...	.....
	Total ...	3	100	286	386	382	312	...	...	...	4,289	...	1,307	1,440	7,036	18 10 1	...	.....
	Grand Total, High Schools...	114	17,026	14,816	31,842	31,203	26,579	2,88,433	6,507	9,075	6,97,642	1,49,488	35,186	1,60,374	13,46,755	43 2 7	9 3 11	1,36,748 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of Grant-in-aid or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	GOVERNMENT.																	
	English Teaching.																	
Aden ...	Residency English Schools.	2	...	99	99	89	78	1,859	...	...	1,445	...	...	...	3,304	37 2 0	20 14 2	.....
	Anglo-Vernacular.																	
Bombay ...	Elphinstone Middle School, Bombay.	1	...	560	560	573	497	3,458	...	...	15,934	...	...	...	19,392	33 13 6	6 0 7	.....
Poona ...	Camp Government English School, Poona.	1	49	87	136	139	118	3,782	...	...	2,392	...	...	...	6,174	44 6 8	27 3 4	.....
Ahmedabad ...	Middle School, Ahmedabad .	1	...	294	294	277	240	1,609	...	...	4,094	...	...	59	5,762	20 12 10	5 12 11	.....
Surat ...	Do. Surat ...	1	...	186	186	180	160	2,145	...	1,260	2,562	...	...	18	5,985	33 4 0	11 14 8	.....
	Total ...	6	49	1,226	1,275	1,258	1,093	12,853	...	1,260	26,427	...	...	77	40,617	32 4 7	10 3 6	.....
	Local Board.																	
Kánara ...	Second Grade A.-V. School, Bankikodla.	1	...	23	23	27	24	...	21	...	312	...	...	...	333	12 5 4	...	.....
Hyderabad ...	Anglo-Vernacular School, Thárushâh.	1	33	90	123	120	105	...	98	...	1,652	...	...	...	1,750	14 9 4	...	.....
	Total ...	2	33	113	146	147	129	...	119	...	1,964	...	...	...	2,083	14 2 9	...	.....
	Municipal.																	
Bombay ...	A.-V. School, Dongri ...	1	...	89	89	79	63	...	...	800	...	...	...	...	890	10 2 0	...	.....
	Do. Kamathipura .	1	...	12	12	21	17	...	...	320	...	...	...	...	320	15 3 10	...	.....
	Do. Khethwadi ...	1	...	71	71	68	55	...	...	956	...	...	...	...	956	14 0 11	...	.....
	Do. Buleshwar ...	1	...	36	36	33	26	...	...	597	...	...	...	...	597	18 1 5	...	.....
Poona ...	A.-V. School, Bárámati ...	1	...	3	3	10	8	...	...	220	33	...	...	1	254	25 6 5	...	.....
	Do. Lánoli ...	1	6	20	26	26	23	133	...	378	260	...	...	...	771	29 10 6	5 1 10	133 0 0
Sátára ...	A.-V. School, Karád ...	1	...	30	30	30	26	100	...	...	338	...	...	...	488	14 9 7	3 5 4	100 0 0
	Do. Tásgaon ...	1	...	14	14	12	11	152	...	32	34	...	...	...	218	18 2 8	12 10 8	72 0 0
Sholápur ...	A.-V. School, Bársi ...	1	16	46	62	51	42	302	...	3,074	700	...	...	...	4,076	79 14 9	5 14 9	302 0 0
Ahmednagar...	A.-V. School, Sangamner ...	1	16	45	61	60	44	676	...	756	639	...	...	...	2,071	34 8 3	11 4 0	676 0 0
Násik ...	A.-U. School, Násik * ...	1	...	15	15	12	10	...	...	103	35	...	...	...	133	11 8 0	...	.....
	A.-V. School, Málegaon ...	1	...	30	30	29	23	192	...	65	323	...	...	...	580	20 0 0	8 0 0	192 0 0
	Do. Yeola ...	1	10	12	22	37	28	335	...	757	446	...	...	2	1,540	41 9 11	9 0 10	335 0 0
Khándesh ...	A.-V. School, Bhusával ...	1	32	97	129	109	95	578	...	35	1,326	...	...	245	2,184	20 0 7	5 4 10	578 0 0
	Do. Jalgaon ...	1	36	67	103	89	79	744	...	953	1,230	...	...	1	2,928	32 14 4	8 5 9	744 0 0
	Do. Nandurbár ...	1	...	20	20	19	14	95	...	53	225	...	...	...	373	19 10 1	5 0 0	95 0 0
	Do. Bhadgaon ...	1	4	26	30	24	19	288	...	227	248	...	...	...	763	31 12 8	12 0 0	288 0 0
	Do. Yával ...	1	27	42	69	69	63	482	...	125	921	...	...	...	1,528	22 2 4	6 15 9	482 0 0
	Do. Shirpur ...	1	...	...	...	10	6	...	...	143	68	...	...	...	211	21 1 7	...	.....
	Do. Ráver ...	1	...	23	23	22	19	...	...	68	213	...	...	...	281	12 12 4	...	.....
Ahmedabad.	Viramgám	1	41	65	106	68	63	857	...	321	966	...	...	...	2,144	31 8 6	12 9 8	857 0 0
	Dholka	1	16	42	58	64	45	294	...	...	798	...	...	...	1,092	17 1 0	4 9 6	294 0 0
	Dholera	1	6	23	29	30	25	152	...	...	292	...	35	...	479	15 15 6	5 1 1	152 0 0
	Dhandhuka	1	15	42	57	51	29	467	...	582	664	...	...	11	1,724	33 12 10	9 2 6	467 0 0
	Prántij	1	2	14	16	11	10	135	...	134	112	...	...	...	381	34 10 2	12 4 4	135 0 0
	Sánand	1	3	24	27	29	25	185	...	154	333	...	...	...	672	23 2 9	6 6 1	185 0 0
Kaira ...	Kaira	1	31	49	80	78	62	663	...	...	1,255	...	...	2	1,920	24 9 10	8 8 0	663 0 0
	Kapadvanj	1	11	47	58	53	42	410	...	99	715	...	...	11	1,235	23 4 10	7 11 9	410 0 0
	Mehmedábad	1	10	36	46	53	43	385	...	86	610	...	...	1	1,082	20 6 8	7 4 3	385 0 0
Broach ...	Ankleshvar	1	16	41	57	58	52	623	...	484	775	...	...	...	1,882	32 7 2	10 14 7	623 0 0
	Jambusar	1	5	29	34	36	25	400	...	414	471	...	...	3	1,288	35 12 5	11 1 9	400 0 0
Thána ...	Bassein	1	6	22	28	38	26	300	...	134	461	...	...	59	954	25 1 8	7 14 4	300 0 0
	Bandora	1	...	26	26	31	21	258	...	400	187	...	...	...	845	27 4 2	8 5 2	258 0 0
Dhárwár ...	Gadag	1	53	91	144	111	90	682	...	1,666	1,491	...	...	...	3,839	34 9 4	6 2 4	682 0 0
	Háveri	1	...	34	34	32	29	146	...	...	321	...	...	...	467	14 9 6	4 9 0	146 0 0
	Ránebennur	1	...	34	34	30	25	198	...	18	362	...	...	...	578	19 4 3	6 9 7	198 0 0
Belgaum ...	Athni	1	31	43	74	53	50	639	...	801	956	...	...	...	2,396	45 3 4	12 0 11	639 0 0
	Gokák	1	20	63	83	68	54	400	...	387	868	...	...	2	1,657	24 5 11	5 14 1	400 0 0
	Saundatti	1	...	4	4	8	6	...	...	103	73	...	...	...	176	22 0 0	...	.....
	Nipáni	1	...	6	6	10	9	...	...	55	98	...	...	...	153	15 4 9	...	.....

* Not yet recognized.

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.* ANGLO-VERNACULAR—*contd.* *Municipal*—continued.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bijápur ..	Bágalkot	1	25	66	91	85	75	652	...	837	1,222	...	...	...	2,711	31 13 2	7 10 7	573 0 0
Kánara ...	Sirsi	1	24	38	62	59	52	544	...	370	950	...	...	1	1,865	31 9 9	9 3 6	544 0 0
	Kumta	1	59	55	114	114	103	900	...	1,246	934	...	...	2	3,082	27 0 9	8 1 1	900 0 0
Ratnágiri ...	Vengurla	1	13	29	42	49	38	825	...	998	525	...	...	35	2,383	48 10 0	16 3 5	825 0 0
Kolába ...	Panvel	1	19	68	87	63	54	420	...	335	910	...	...	13	1,678	26 10 2	6 8 10	420 0 0
	Pen	1	Closed on account			119	101	994	...	424	1,332	...	...	11	2,761	23 3 3	8 5 9	994 0 0
	Mahád	1	of plague.			119	96	...	...	914	940	...	...	...	1,854	15 9 3	...	714 0 0
	Mahad Special Classes ...	1		Do.		25	20	...	...	463	280	...	...	...	743	29 11 6	...	.....
Karáchi ...	Tatta	1	24	101	125	116	98	1,019	138	1,462	1,361	...	...	128	4,108	35 6 7	8 12 7	1,019 0 0
	Kotri	1	13	50	63	59	45	388	...	1,015	632	...	...	2	2,037	34 8 5	6 9 3	388 0 0
Hyderabad ...	Tando Mahomedkhan ...	1	...	22	22	24	17	...	...	282	130	...	...	...	412	17 2 8	...	.....
Sukkur ...	Sukkur (Old)	1	20	69	89	94	76	2,580	...	1,526	4,324	...	...	1	8,431	30 8 9	9 5 7	2,580 0 0
	Sukkur (New)	1	73	124	197	182	151											
	Rohri	1	66	174	240	216	181	1,828	...	346	3,107	...	...	...	5,281	24 7 2	8 7 5	1,828 0 0
	Gárhi Yásin	1	...	26	26	27	22	...	...	179	207	...	...	...	386	14 4 9	...	.....
Lárkhana ...	Lárkhána	1	87	119	206	184	165	1,760	200	886	2,830	...	...	...	5,676	30 13 7	9 9 1	1,760 0 0
	Kambar	1	35	39	74	75	64	672	...	1,725	1,081	...	...	...	3,478	46 6 0	8 15 4	672 0 0
	Rato-dero	1	1	6	7	11	10	220	...	362	211	...	...	...	793	72 1 5	20 0 0	.....
	Sehwán	1	30	93	123	116	98	824	...	370	1,489	...	...	215	2,898	24 15 9	7 1 8	824 0 0
	Bubak	1	...	17	17	15	12	...	...	331	204	...	...	...	535	35 10 8	...	.....
Upper Sind Frontier.	Jacobabad	1	4	35	39	30	22	...	...	431	187	...	...	...	618	20 9 7	...	.....
	Total ...	61	906	2,564	3,470	3,504	2,902	24,897	338	30,002	41,703	...	35	746	97,721	27 14 3	7 1 9	25,232 0 0
	Native States.																	
Sholápur ...	Anglo-Vernacular School, Akálkot.	1	36	49	85	67	60	...	...	...	313	2,313	...	...	2,626	39 3 1	...	.....
Rewa Kántha.	Lúnáváda	1	17	28	45	56	46	...	...	...	589	720	...	...	1,309	23 6 0	...	.....
	Bálásinor	1	12	40	52	46	40	...	...	...	360	602	...	...	962	20 14 7	...	.....
	Devgadh	1	...	...	...	19	12	...	...	...	31	200	...	...	231	12 2 6	...	.....
	Chhota Udepur	1	1	31	32	29	22	...	...	...	76	572	...	...	648	22 5 6	...	.....
Pálanpur ...	Rádhanpur	1	20	49	69	60	50	...	...	...	371	1,406	...	1	1,778	29 10 2	...	.....
Mahi Kántha.	I'dar	1	5	48	53	57	31	...	...	...	...	619	...	...	619	10 13 9	...	.....
	Sádra Scott College ...	1	5	23	28	22	19	...	...	...	1,754	...	...	1,226	2,980	135 4 4	...	.....
	Sádra Sadar Bazár ...	1	2	27	29	28	22	...	...	...	71	394	...	...	465	16 9 9	...	.....
	Mansa	1	...	...	...	38	36	...	...	...	92	300	...	...	392	10 5 1	...	.....
Cambay ...	Tarapur	1	...	12	12	15	12	...	...	...	33	222	...	...	255	17 0 0	...	.....
Surat Agency.	Bánsda	1	7	32	39	31	31	...	...	...	78	1,039	...	...	1,117	36 0 6	...	.....
	Dharampur	1	25	48	73	71	54	...	...	...	133	1,209	...	12	1,354	19 1 2	...	.....
Cutch State.	Mándvi	1	...	60	60	62	51	...	...	...	287	1,030	...	31	1,348	21 11 10	...	.....
	Bhúj	1	...	180	180	204	162	...	...	...	925	771	...	8	1,704	8 5 8	...	.....
	Anjár	1	...	30	30	40	29	...	...	...	171	29	...	...	200	5 0 0	...	.....
	Mundra	1	...	27	27	27	27	...	...	...	78	94	2	...	174	6 7 1	...	.....
Káthiáwár...	Wadhwán Tálukdári Girásia School.	1	17	30	47	48	39	...	...	...	11,662	...	...	1,910	13,572	282 12 0	...	.....
	Wadhwán Camp	1	25	68	93	97	83	...	...	1,557	788	1,200	...	73	3,618	37 4 9	...	.....
	Muli	1	Closed on account of plague.			40	32	...	...	...	90	659	...	53	802	20 0 10	...	.....
	Jetpur	1	27	103	130	142	115	...	...	...	493	2,472	...	...	2,965	20 14 1	...	.....
	Mendarda	1	1	18	19	21	18	...	...	...	78	246	...	...	324	15 6 10	...	.....
	Bagasara	1	1	37	38	38	32	...	...	...	213	507	...	...	720	18 15 2	...	.....
	Bilkha	1	4	26	30	23	17	...	...	...	124	337	...	...	461	20 0 8	...	.....
	Chital	1	...	15	15	16	12	...	...	...	46	223	...	...	269	16 13 0	...	.....
	Bántwa	1	...	28	28	31	25	...	...	...	88	340	...	...	428	13 12 11	...	.....
	Manávadar	1	4	35	39	29	21	...	...	...	...	228	...	...	228	7 13 10	...	.....
	Lathi	1	18	62	80	66	53	...	...	...	172	987	...	...	1,159	17 9 0	...	.....
	Dhraffa	1	...	11	11	17	15	...	...	...	52	163	...	...	215	12 10 4	...	.....
	Máliya, Second Grade ...	1	...	19	19	11	9	...	...	...	31	426	...	...	457	41 8 9	...	.....
	Khakhrechi do.	1	...	7	7	5	4	...	...	...	12	27	...	...	39	7 12 10	...	.....
	Vála	1	...	54	54	40	32	...	...	...	123	445	...	...	568	14 3 2	...	.....
	Junágadh Mohobat Madressa.	1	21	59	80	70	57	...	...	...	...	4,089	...	...	4,089	58 6 8	...	.....
	Verával	1	12	97	109	78	67	...	...	...	219	1,915	...	...	2,134	27 5 9	...	.....
	Una	1	5	31	36	33	22	...	...	...	65	561	...	...	626	18 15 6	...	.....
	Mangrol	1	26	75	101	103	90	...	...	...	631	1,015	...	...	1,646	15 15 8	...	.....
	Khambhalia	1	14	105	119	108	96	...	...	...	310	1,223	...	3	1,536	14 3 7	...	.....
	Jodia	1	...	33	33	33	29	...	...	...	94	414	...	12	520	15 12 1	...	.....
	Bhanvad	1	...	18	18	15	12	...	...	...	188	12	...	112	312	20 12 10	...	.....
	Hadiana	1	...	30	30	29	17	...	...	...	244	24	...	144	412	20 9 7	...	.....
	Navánagar Night	1	...	22	22	29	14	...	...	...	23	144	...	...	167	5 12 2	...	.....
	Bhávnagar	1	...	408	408	336	324	...	...	...	2,715	2,766	...	...	5,481	14 15 7	...	.....
	Mahuva	1	45	168	213	191	168	...	...	...	1,398	2,227	...	...	3,625	18 15 8	...	.....
	Sihor	1	9	111	120	96	82	...	...	...	644	1,239	...	...	1,883	19 9 10	...	.....
	Kundla	1	13	56	69	71	60	...	...	...	501	743	...	...	1,244	17 8 4	...	.....
	Botad	1	3	46	49	43	40	...	...	...	315	1,002	...	...	1,317	30 10 0	...	.....
	Adhoi	1	...	23	23	20	14	...	...	...	14	185	...	...	199	9 15 2	...	.....
	Halwad	1	...	54	54	32	28	...	...	...	104	144	...	...	248	7 12 0	...	.....
	Dhoraji	1	...	77	77	85	69	...	...	...	261	1,682	...	11	1,954	22 15 10	...	.....
	Pálitána	1	8	48	56	45	36	...	...	...	90	624	...	...	714	15 13 10	...	.....
	Dhrol	1	...	63	63	55	49	...	...	...	182	536	2	28	748	13 9 7	...	.....
	Rájkot	1	...	298	298	263	228	...	...	...	2,157	4,296	128	...	6,581	25 0 4	...	.....
	Sardhár	1	...	28	28	21	25	...	...	...	62	406	8	...	476	15 5 8	...	.....
	Nágnesh	1	1	15	16	16	13	...	...	...	13	435	...	...	448	28 0 0	...	.....
	Jafrabad	1	...	20	20	14	9	...	...	...	75	410	...	...	485	34 10 3	...	.....

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed Grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR—*contd.*																	
	Native States—continued.																	
Savantvadi Agency.	Second Grade Anglo-Vernacular Schools.	4	...	51	51	47	39	...	...	...	225	229	...	...	454	9 10 7	...	.....
Kolhapur Agency.	Ichalkaranji, 1st Grade ...	1	9	45	54	45	39	...	...	...	154	1,889	...	...	2,043	45 6 5	...	.....
	Kagal, 1st Grade	1	Closed for plague.			38	29	...	...	...	147	2,262	...	...	2,409	63 6 4	...	.....
	Second Grade A.-V. Schools ...	12	...	178	178	182	146	...	...	...	451	1,645	...	...	2,096	11 8 3	...	.....
Southern Maratha Agency.	Miraj, Second Grade Anglo-Vernacular Schools	4	7	64	71	66	54	...	...	...	29	1,560	...	...	1,589	24 1 3	...	.....
	Shahapur, First Grade ...	1	34	78	112	102	88	...	...	1,210	590	439	...	...	2,239	21 15 3	...	.....
	Sangli, Second Grade A.-V. ...	4	...	122	122	95	76	...	...	463	99	9 6	...	...	1,518	15 15 8	...	.....
	Madhol, 1st Grade	1	29	73	102	91	80	...	519	...	459	355	...	...	1,333	14 10 4	...	.....
	Ramdurga, 1st Grade	1	28	70	98	85	75	...	...	...	63	2,094	...	...	2,157	25 4 3	...	.....
	Kurundvad Do.	1	Closed for plague.			60	51	...	...	...	82	1,460	...	8	1,550	25 13 4	...	.....
	Do. Second Grade A.-V. ...	3	...	37	37	33	26	...	...	...	46	485	...	...	531	16 1 5	...	.....
	Jath do. ...	1	7	29	36	25	22	...	...	...	70	876	...	...	946	37 13 6	...	.....
	Jamkhandi do. ...	1	...	20	20	23	20	...	...	...	16	628	...	...	644	28 0 0	...	.....
Dharwar Agency.	Savanur, First Grade	1	23	72	94	84	72	...	...	...	493	2,365	...	...	2,858	34 0 5	...	.....
Khairpur Territory.	Khairpur	1	47	106	153	147	124	...	...	...	553	2,330	...	...	2,882	19 9 8	...	.....
	Total ...	92	507	4,027	4,594	4,436	3,700	...	519	3,230	33,115	65,445	140	3,632	106,081	23 14 8	...	.....
	AIDED (RECOGNISED).																	
	European and Eurasian.																	
Bombay ...	B. B. & C. I. Railway School, Parel.	1	...	32	32	52	35	600	...	...	698	...	...	1,574	2,872	55 3 8	11 8 7	600 0 0
	Scottish Orphanage, Mahim...	1	13	46	59	60	57	1,750	...	...	353	...	6,249	7,282	15,634	260 9 1	29 2 8	1,750 0 0
	Indo-British Institution ...	1	7	101	108	112	102	2,200	...	...	845	...	1,743	4,498	8,780	78 6 2	19 10 3	2,200 0 0
	Colaba High School, Apollo Bunder.	1	...	31	31	32	23	783	...	...	975	...	100	187	2,045	63 14 6	24 7 6	783 0 0
Poona ...	Pensioners' School	1	...	29	29	27	22	511	...	...	137	...	721	459	1,828	67 11 3	18 14 10	511 0 0
Satara ...	G. I. P. R. School Lanoli,	1	2	65	67	62	54	874	...	...	633	...	...	3,241	4,748	76 9 3	14 1 7	874 0 0
	Panchgani Boys' High School.	1	17	31	48	44	41	2,900	...	...	1,309	...	...	4,092	11,301	258 3 3	66 14 7	2,900 0 0
Nasik ...	G. I. P. Ry. School, Igatpuri...	1	2	60	62	67	55	1,153	...	...	790	...	...	3,256	5,199	77 9 7	17 3 4	1,153 0 0
								(Imperial)										
Abu ...	Lawrence Asylum, Abu ...	1	13	66	79	80	70	16,905	...	...	5,122	...	386	3,536	26,009	325 1 10	...	.....
Dharwar ...	S.M. Railway School, Gadag ...	1	...	22	22	16	13	125	...	...	115	...	...	921	1,161	72 9 0	7 13 0	125 0 0
Sukkur ...	E. E. School, Sukkur	1	...	20	20	20	15	400	...	240	293	...	...	1,031	1,964	98 3 2	20 0 0	400 0 0
	Total ...	11	54	503	557	572	495	28,261	...	240	14,330	...	8,702	30,077	81,610	142 10 10	49 6 6	11,296 0 0
	English Teaching.																	
Bombay ...	St. Joseph's School Umarkhadi	1	...	42	42	47	37	470	...	...	122	...	264	691	1,727	36 11 11	10 0 0	470 0 0
	St. Mary's Institution, Mazgaon	1	...	248	248	239	210	3,147	...	...	5,925	...	...	534	9,606	35 11 4	11 11 2	3,147 0 0
	Antonio D'Souza's School, Mazgaon.	1	...	102	102	15	114	494	...	...	971	...	...	2,106	3,571	24 10 0	3 6 6	494 0 0
	St. Xavier's Branch School, Girgaon.	1	...	137	137	132	110	1,002	...	...	1,043	...	507	882	4,334	32 13 4	7 9 5	1,002 0 0
	St. Peter's English Teaching School, Mazgaon.	1	5	51	75	63	48	1,258	...	...	857	...	60	6,303	8,478	134 9 2	19 15 6	1,258 0 0
Poona ...	Ornella's School	1	...	64	64	90	56	1,145	...	4	1,030	...	1,431	...	3,610	40 1 9	12 11 7	1,145 0 0
Satara ...	Roman Catholic School, Lanoli	1	...	51	51	40	39	240	...	...	278	...	...	590	1,108	22 9 10	4 14 4	240 0 0
Sholapur ...	St. Joseph's School.	1	...	31	31	25	19	350	...	150	174	...	97	1,441	2,212	88 7 8	14 0 0	350 0 0
Nasik ...	St. Anns' E. T. School.	1	...	23	23	28	21	207	...	...	468	...	24	...	699	24 15 9	7 6 3	207 0 0
Nasik ...	St. Joseph's School, Igatpuri...	1	...	45	45	39	34	361	...	...	784	...	...	745	1,890	48 7 5	9 4 1	361 0 0
Khandesh ...	Roman Catholic School, Bhusaval.	1	...	70	70	71	57	548	...	...	933	...	...	1,070	2,551	35 5 10	7 2 6	444 0 0
Thana ...	St. Stanislaus' Institution, Bandra.	1	...	653	653	631	587	5,690	...	...	7,031	...	...	6,592	19,313	30 9 7	9 0 3	5,690 0 0
	St. John's School, Thana.	1	...	65	65	63	56	400	...	...	478	...	34	511	1,423	22 9 5	6 5 7	400 0 0
Dharwar ...	St. Mary's School, Hubli ...	1	9	168	177	171	131	905	...	...	1,539	...	...	1,579	4,023	23 8 5	5 4 8	905 0 0
Belgaum ...	Roman Catholic Convent School, Belgaum.	1	6	100	106	92	80	711	...	...	825	...	50	1,481	3,067	33 5 5	7 11 8	711 0 0
Hyderabad ...	St. Mary's School, Hyderabad.	1	...	14	14	15	11	280	...	100	501	...	...	1,241	2,042	136 2 2	13 5 4	100 0 0
Aden ...	The Marist Brothers' School ...	1	...	54	54	54	47	70	...	...	1,090	...	...	...	1,160	21 7 8	1 4 9	.....
	The St. Francisican Convent School.	1	...	86	86	75	70	60	...	...	1,428	...	...	...	1,488	19 13 5	0 12 8	.....
	Total ...	18	19	2,184	2,093	2,059	1,729	17,218	...	254	26,677	...	2,407	25,706	73,262	35 1 6	8 5 10	16,924 0 0
	Anglo-Vernacular.																	
Bombay ...	Prabhu Seminary, Thakurdwar.	1	..	84	84	99	84	375	...	...	862	...	...	...	1,237	12 7 11	3 12 7	375 0 0
	Fram Nasarwanji Anglo-Vernacular School.	1	...	88	88	100	99	660	...	...	619	...	50	1,201	2,530	28 1 9	7 5 4	660 0 0
	Girgaum Edn. Institution, Delhi.	1	9	262	271	240	203	1,137	...	...	3,445	...	...	45	4,627	18 9 4	4 9 1	1,137 0 0
	Anglo-Vernacular Portions of Night Schools.	7	3	109	112	108	71	...	...	46	146	...	101	176	469	4 5 6	...	.....
	St. Andrew's A.-V. School, Umarkhadi.	1	3	29	32	37	27	300	...	...	237	...	275	1,851	2,663	71 15 7	8 1 9	300 0 0
	Lady Northcote Hindu Orphanage, Parel.	1	1	22	23	22	18	750	...	...	...	...	1,760	...	2,510	114 1 5	34 1 5	750 0 0
	Proprietary and Fort High School, Chandanwadi.	1	19	86	105	96	78	815	...	...	2,064	...	...	495	3,374	35 2 4	8 7 10	815 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of Educating each Pupil.			Amount of fixed Grant for the year.
			In High Schools.	In Middle Schools.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.		Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.		Rs. a. p.	Rs. a. p.
	AIDED (RECOGNISED)—*contd.*																		
	Anglo-Vernacular—contd.																		
Poona ...	M. E. Christian Boys' School, Sholápur Road	1	4	16	20	16	14	192	...	...	...	...	368	...	550	34 6 0		11 6 0	182 0 0
	C. M. S. A.-V. School, Khed ...	1	3	5	8	16	13	202	...	...	137	...	...	540	879	54 15 0		12 10 0	202 0 0
	F. C. M. A.-V. School, Poona Camp. Edu. Society's A.-V. School, Poona	1	...	17	17	15	11	159	...	...	...	...	...	661	820	54 10 8		10 9 7	159 0 0
	A. M. A.-V. School, Sirur ...	1	13	37	50	36	28	352	...	700	344	...	100	18	1,514	42 0 11		9 12 5	352 0 0
	A.-M. A.-V. Blind Boys' School, Sirur	1	3	68	71	61	51	166	...	...	...	...	...	2,258	2,424	39 11 10		2 11 8	166 0 0
	St. Joseph's A.-V. School, Panch Howds	1	...	7	7	7	5	150	...	...	...	...	...	590	740	105 11 5		21 6 10	150 0 0
Sátára ...	English School, Wái	1	19	11	30	30	27	400	...	...	354	...	2,235	...	2,989	99 10 2		13 5 4	400 0 0
Sholápur ...	A.-M. A.-V. School	1	36	63	99	93	71	1,000	...	180	1,350	...	772	...	3,202	34 6 11		10 12 0	1,000 0 0
	A.-M. A.-V. School, Rahuri ...	1	...	39	39	33	30	300	...	...	279	...	1,279	5	1,863	56 7 3		9 1 5	300 0 0
Nagar ...	Education Society's City School	1	...	63	63	62	60	400	...	...	340	...	...	466	1,206	19 7 3		6 7 3	400 0 0
	C. M. S. A.-V. School, Málegaon Camp ...	1	...	207	207	186	167	1,386	...	300	1,820	...	...	...	3,506	18 13 7		7 7 3	1,386 0 0
	Do. Nandgaon ...	1	4	10	14	14	11	153	...	...	122	...	...	255	530	37 13 9		10 14 10	153 0 0
Násik ...	Do. Manmád ...	1	1	13	14	11	7	102	...	...	79	...	...	466	647	58 13 1		9 4 4	102 0 0
	Do. Sharanpur ...	1	...	28	28	31	26	117	...	...	267	...	...	235	619	19 15 6		3 12 5	117 0 0
	Pársi Private A.-V. School, Igatpuri	1	22	50	72	67	63	391	...	...	...	...	...	2,638	3,029	45 3 4		5 13 4	391 0 0
	Anjuman-i-Islam Ahmedabad...	1	1	11	12	10	8	169	...	...	407	...	...	...	576	57 9 7		16 14 5	169 0 0
Ahmedabad ...	Rámpur	1	...	52	52	56	42	314	...	...	156	...	...	574	1,044	18 11 5		5 9 9	314 0 0
	Mission Ghoga	1	10	24	34	31	27	145	...	...	327	...	177	...	649	20 15 0		4 10 10	145 0 0
	Modása	1	6	11	17	24	17	199	...	...	238	...	...	554	991	41 4 8		8 4 8	199 0 0
	Madhalal, Thásra	1	5	23	28	30	25	142	...	200	203	...	2	28	605	22 2 8		4 11 9	142 0 0
	Private, Anand	1	4	20	24	24	20	150	...	...	275	...	...	119	544	32 10 8		6 4 0	150 0 0
	Mission Do.	1	...	..	...	36	29	236	...	...	453	...	15	29	733	20 5 9		6 8 11	236 0 0
	Do. Borsad...	1	...	28	28	23	20	129	...	...	286	...	...	479	894	38 13 11		5 9 9	129 0 0
Kaira ...	Sárvajanik Karamsád... ...	1	34	101	135	122	99	467	...	...	761	...	...	809	2,037	16 10 10		3 13 3	467 0 0
	Aidid Nadiád	1	6	32	38	56	51	200	...	...	641	...	101	7	949	16 15 2		3 9 2	200 0 0
	New English School Nadiád ...	1	13	76	89	100	85	652	...	100	1,558	...	...	404	2,804	28 0 8		6 8 4	652 0 0
	M. E. Mission Baroda Camp...	1	13	50	63	65	58	442	...	...	996	...	...	524	1,962	30 2 11		6 12 10	442 0 0
	Saraswati School, Dakor ...	1	5	46	51	44	36	400	...	...	6	...	...	1,267	1,673	38 0 4		9 1 5	400 0 0
	Loka-Hitechhu Sabhá, Broach.	1	23	29	52	41	45	576	...	...	913	...	...	...	1,489	36 5 1		14 9 9	576 0 0
Broach ...	A'mod	1	...	196	196	202	177	1,159	...	...	2,271	...	...	...	3,430	16 15 8		5 11 10	1,159 0 0
	Hánsot	1	...	15	15	21	18	107	...	...	194	120	...	10	435	20 11 5		5 1 6	107 0 0
	Parsi Panchayat, Surat ...	1	5	15	20	24	19	140	...	...	331	...	...	155	626	26 1 4		5 13 4	140 0 0
	Chikhli	1	41	82	123	125	112	1,124	...	...	257	...	...	2,281	3,662	29 4 9		8 15 10	1,124 0 0
	Abrama	1	8	22	30	26	20	155	...	...	343	...	...	132	630	23 13 6		5 15 5	155 0 0
Surat ...	Kharsád	1	14	30	44	40	34	321	...	...	595	...	...	57	973	21 9 11		7 2 2	321 0 0
	Rander	1	...	...	...	35	34	207	...	...	471	...	...	...	678	19 5 11		5 14 8	207 0 0
	Mandvi	1	11	52	63	55	46	391	...	250	694	...	...	...	1,334	22 7 0		7 1 6	391 0 0
	Bodhan	1	...	...	...	22	18	184	...	100	212	...	...	...	496	22 8 9		8 5 10	184 0 0
	Bulsár	1	3	16	19	18	14	75	...	...	136	...	37	274	482	26 12 5		4 2 8	75 0 0
	Kalyán	1	...	176	176	168	138	726	...	...	1,291	...	...	471	2,488	14 12 11		4 5 2	726 0 0
Thána ...	Thána	1	23	47	70	84	72	680	...	300	1,304	...	...	2	2,286	26 0 5		8 1 6	680 0 0
	Pápdi	1	...	1 4	104	87	77	350	...	...	1,075	...	...	3	1,428	16 6 7		4 0 4	350 0 0
	Umargaon	1	7	46	53	46	34	367	...	300	470	...	13	201	1,340	29 5 7		7 15 8	367 0 0
Baroda Agency.	Navsári	1	13	2	41	34	29	183	...	...	518	...	789	...	1,445	46 6 6		5 11 6	183 0 0
Deesa Camp ...	Deesa Camp	1	25	94	120	104	80	514	...	...	672	...	...	507	1,693	16 4 6		4 15 1	514 0 0
	Jámnagar New English School.	1	...	...	..	38	29	305	...	187	445	...	...	...	937	24 10 6		8 0 5	305 0 0
	Do. Vibhaji do. ...	1	...	267	267	244	206	...	...	...	2,460	700	...	1,020	4,180	17 15 3		...	.....
Káthiáwár ...	Bhávnagar New English School ..	1	...	121	121	137	108	...	...	...	1,421	300	...	552	2,273	16 9 6		...	.....
	Do. Sanatan Dharma School	1	72	119	191	191	153	...	...	...	2,124	1,132	...	139	3,395	17 12 5		...	.....
	Chiplun	1	16	96	112	59	51	...	...	...	316	422	...	1,170	1,908	33 5 5		...	.....
Ratnágiri ...	Ratnágiri	1	20	17	37	60	53	677	...	400	1,016	...	...	703	2,796	46 9 7		11 4 6	677 0 0
	Rajápur	1	...	114	114	109	95	643	...	...	1,200	...	...	103	1,946	17 13 8		5 14 5	643 0 0
	Málvan	1	41	72	113	90	79	688	...	...	1,172	...	...	...	1,860	20 10 8		7 10 4	500 0 0
Kolába	Uran	1	51	52	103	147	82	1,250	...	...	1,147	...	...	...	2,397	16 4 11		8 8 1	1,000 0 0
	Kariat English School ...	1	15	39	54	64	50	1,010	...	144	986	...	...	192	2,332	36 7 0		15 12 6	560 0 0
Kánara ...	Hindu School, Kárwar ...	1	...	31	31	30	24	200	...	...	380	...	205	108	893	29 12 3		6 10 8	200 0 0
	Private A.-V. School, Ankola.	1	14	51	65	56	48	370	...	...	517	...	...	...	887	15 13 5		6 9 9	200 0 0
Sávantvádi State	Private A.-V. Schools in the Sávantvádi State	2	...	52	52	47	39	...	...	...	430	50	...	...	480	10 3 5		...	.....
Kolhápur ...	City School, Kolhápur ...	1	27	31	58	49	41	...	...	...	537	300	...	394	1,231	25 2 0		...	.....
	Nava Vidyalaya English Branch	1	...	85	85	88	76	700	...	...	1,454	...	251	...	2,405	27 5 3		7 15 3	700 0 0
Hyderabad ...	Bhiria School	1	39	77	116	102	89	1,071	...	...	2,423	...	835	...	4,334	42 7 10		10 8 0	1,071 0 0
	New English School, Hyderabad	1	...	113	113	119	110	934	...	...	1,796	...	74	...	2,804	23 9 0		7 13 7	934 0 0
	Pad Idan School	1	9	28	37	39	34	283	...	...	817	...	354	...	1,454	37 4 6		7 4 1	283 0 0
	Bhelani School	1	1	21	22	20	18	100	...	...	370	...	82	...	552	27 9 7		5 0 0	100 0 0
Sukkur	Hopeful Academy, Shikárpur.	1	53	152	205	172	146	958	...	600	2,195	...	36	1,094	4,883	28 6 3		5 9 1	958 0 0
	A.-V. School Kot Sultan ...	1	...	5	5	5	4	...	...	...	5	...	...	422	427	85 6 5		...	.....
Lárkhána ...	Talti School	1	6	29	35	29	26	286	250	...	369	...	...	...	905	31 3 4		9 13 10	286 0 0
	Lárkhána Madressah	1	21	31	52	51	22	780	1,670	535	137	...	...	...	3,122	61 3 5		15 4 8	780 0 0
Khairpur Territory.	Bhurgiri	1	11	13	24	30	28	...	...	...	...	200	...	...	200	6 10 8		...	.....
	Total ...	84	836	4,385	5,221	5,182	4,310	31,083	1,920	4,242	55,183	3,224	9,962	26,734	1,32,348	25 8 8		6 0 0	30,025 0 0
	UNAIDED (RECOGNISED). *English Teaching.*																		
Bombay ...	Jacob Sassoon Free School ...	1	13	245	258	263	181	...	...	...	...	...	...	8,608	8,608	32 11 8		...	.....
	Goan Union School, Dabul ...	1	...	197	197	200	150	...	...	...	2,460	...	840	3,996	7,256	36 4 6		...	.....
	Total ...	2	13	442	455	463	331	...	...	...	3,460	...	800	12,604	15,864	34 4 3		...	.....
	Anglo-Vernacular.																		
	Gokuldás Tejpál A.-V. School.	1	...	235	235	294	257	...	...	...	4,899	...	...	535	5,434	19 7 9		...	.....
	Do. Seminary	1	...	148	148	174	137	...	...	...	1,555	...	...	827	2,382	18 11 0		...	.....
	Mughbát Private A.-V. School	1	...	62	62	61	51	...	...	...	528	...	12	270	810	13 4 6		...	.....
	J. D. Khetwadi	1	15	62	77	89	76	...	...	...	...	...	...	2,663	2,663	29 3 11		...	.....
	Imám Ismaeli School	1	...	20	20	14	12	...	...	...	...	...	...	540	540	38 9 2		...	.....
	Parsi Seminary, Bhercote ...	1	...	20	20	23	18	...	...	...	276	...	...	...	276	12 0 0		...	.....
	Khoja Khan Mahomed Habibhai A.-V. School, Palegalli .	1	14	124	138	147	113	...	...	...	...	...	...	...	...	...		...	.....

SUBSIDIARY FORM No. 2—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Award or fixed grant for the year.
			In High Schools.	In Middle Schools.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*concld.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	UNAIDED (RECOGNISED)—*contd.*																	
	Anglo-Vernacular—continued.																	
Poona	Govt. House Establishment ...	1	...	6	6	6	4	...	...	...	...	...	...	252	252	42 0 0	...	...
	Bárámati Boarding A.-V. School	1	...	10	10	10	9	...	...	...	...	...	...	...	...	...	...	...
	P. N. I.'s A.-V. School Sasvad	1	...	26	26	22	19	...	...	...	228	...	325	244	797	36 6 4	...	...
	St. Helen's School, Poona ...	1	10	121	131	97	75	...	...	...	1,606	...	2,400	656	4,662	48 1 0	...	...
Sholápur	New English School	1	32	89	121	122	103	...	...	...	1,846	...	...	...	1,846	15 2 1	...	...
Ahmednagar	A.-M. A.-V. School, Vadála ...	1	...	42	42	40	33	...	...	...	...	...	...	2,147	2,147	53 10 10	...	...
Ahmedabad	Godhávi	1	...	...	...	25	19	...	...	...	...	...	587	...	587	23 7 8	...	...
	Ambika, Ahmedabad	1	10	40	50	49	41	...	...	...	472	...	...	15	487	9 15 0	...	...
Kaira	Sansthan Dakor	1	...	...	...	26	18	...	...	...	56	...	586	...	642	24 11 1	...	...
Surat	Ratnasagarji Jain Pathshala, Surat	1	...	51	51	52	37	...	...	...	...	...	290	1,373	1,663	31 15 8	...	...
Cutch	Gokuldas, Mándvi	1	39	94	133	110	86	...	...	...	288	...	...	1,158	1,426	12 15 5	...	...
	Nalia	1	...	5	5	8	5	...	...	...	20	...	10	105	135	16 14 0	...	...
Káthiáwár	Shet Devji Vasanji School ...	1	...	5	5	4	3	...	...	...	...	...	...	...	...	...	...	...
	Anada Bava English School, Jámnagar	1	...	35	35	27	23	...	...	...	...	...	...	...	...	...	...	...
	Chuda	1	13	70	83	65	52	...	...	...	1,750	...	...	...	1,750	26 14 9	...	...
Ratnágiri	Patwardhan's English School, Ratnágiri	1	...	87	87	75	64	...	...	...	630	...	...	...	630	8 6 5	...	...
	Devgad 2nd Grade A.-V. School	1	...	28	28	28	23	...	...	...	312	...	...	...	312	11 2 3	...	...
	New English School, Guhágar.	1	...	6	6	8	5	...	...	...	131	...	...	...	131	16 2 0	...	...
Kánara	Basel Mission A.-V., School, Honávar	1	...	18	18	15	13	...	...	...	125	...	...	214	339	22 9 7	...	...
	Private A.-V. School, Sadáshivgad	1	...	41	41	31	29	...	...	...	448	...	...	...	448	14 7 3	...	...
	Do. Bhatkal ...	1	4	38	42	38	35	...	...	...	512	...	...	...	512	13 7 7	...	...
	Private English School, Honávar	1	...	20	20	16	13	...	...	...	167	...	...	...	167	10 7 0	...	...
Kolába	Private A.-V. School, Roha ...	1	8	25	33	31	23	...	...	...	256	...	5	252	513	16 8 9	...	...
Hyderabad	Naushahro Madresah	1	11	57	68	58	50	...	...	...	587	...	302	...	889	15 5 3	...	...
	Total ...	31	156	1,585	1,741	1,765	1,451	...	...	...	16,672	...	4,517	11,191	32,380	18 5 6	...	...
	UNAIDED (UNRECOGNISED).																	
	Anglo-Vernacular.																	
Bombay	Anjuman-i-Islam, Nagpada ...	1	...	21	21	18	15	...	...	...	31	...	...	115	146	8 1 9	...	...
Poona	Maharashtra Vidyalaya ...	1	50	127	177	189	151	...	...	...	1,369	...	...	...	1,369	9 14 3	...	...
Surat	Nagardas School, Olpád ...	1	20	19	39	55	40	...	...	...	491	...	732	25	1,248	22 11 1	...	...
	Pali	1	8	10	18	15	11	...	...	...	171	...	...	...	171	11 6 5	...	...
	Mota Varachha,...	1	4	5	9	14	9	...	...	...	...	...	261	...	261	18 10 3	...	...
	Degam	1	3	14	17	15	13	...	...	...	16	...	...	...	16	1 1 1	...	...
	Bárdoli	1	...	15	15	18	13	...	...	...	34	...	141	...	175	9 11 7	...	...
	Válod	1	...	9	9	17	15	...	...	...	71	...	21	...	92	5 6 7	...	...
	Párdi	1	2	16	18	18	15	...	...	...	60	...	42	...	102	5 10 8	...	...
	Ahmadia Madresa, Ránder ...	1	10	27	37	36	30	...	...	...	...	...	...	744	744	20 10 8	...	...
Ahmedabad	Sarkhej	1	...	11	11	9	7	...	...	...	173	...	...	9	182	26 3 7	...	...
Panch Mahals	Edward School, Hálol ...	1	...	36	36	26	21	...	...	...	...	...	...	433	433	16 10 6	...	...
Broach	Narmada School, Broach ...	1	41	92	133	128	114	...	...	...	1,467	...	...	...	1,467	10 10 1	...	...
	Islamia School, Sarod	1	...	19	19	15	12	...	...	...	...	...	173	303	476	31 11 9	...	...
Mahi Kántha	Pethapur	1	4	17	21	28	24	...	...	...	96	...	...	84	180	6 6 10	...	...
Bijápur	S. M. English School, Bijápur.	1	2	31	33	45	31	...	...	...	393	...	150	36	579	12 13 10	...	...
	Private A.-V. School, Agarkhed	1	...	11	11	11	11	...	...	...	300	...	...	...	300	27 4 4	...	...
Kánara	Do. Bád ...	1	...	13	13	10	8	...	...	...	82	...	...	...	82	8 3 2	...	...
Ratnágiri	New English School, Vengurla	1	25	105	130	106	102	...	...	...	904	...	...	156	1,060	10 0 0	...	...
Sávantvádi	English Schools	3	...	111	111	117	100	...	...	...	1,256	...	...	...	1,256	10 11 9	...	...
Dhárwár	Private A.-V. School, Byádgi .	1	...	17	17	13	11	...	...	...	140	...	130	...	270	20 12 4	...	...
	Do. Hubli...	1	...	13	13	13	11	...	...	...	78	...	...	...	78	6 0 0	...	...
	Total ...	24	169	739	908	926	764	...	...	...	7,632	...	1,650	1,905	11,187	12 1 3	...	...
	Grand Total, Middle Schools...	331	2,802	17,648	20,450	20,312	16,934	1,14,312	2,896	39,228	2,26,163	68,669	28,213	1,12,672	5,92,153	29 2 5	5 10 1	83,477 0 0

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1906-1907.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of fixed grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Anglo-Vernacular.																	
	Government.																	
Poona ...	High School for Native Girls.	1	44	66	110	105	87	7,751	...	...	1,096	...	...	—73	8,774	83 9 0	73 13 1	.....
Ahmedabad ...	Mahalakshmi Female Training College High School, Ahmedabad	1	...	...	...	55	42	1,619	...	...	487	...	...	...	2,106	38 4 4	29 7 0	.....
	Total ...	2	44	66	110	160	129	9,370	...	...	1,583	...	...	—73	10,880	68 0 0	58 9 0	.....
	Aided (Recognised).																	
	European and Eurasians.																	
Bombay ...	Cathedral Girls' High School .	1	26	115	141	138	100	4,991	...	...	9,711	...	1,579	...	16,281	117 15 8	36 2 8	4,991 0 0
	Convent School, Clare Road...	1	20	161	181	172	137	3,458	...	...	5,941	...	...	1,526	10,925	63 8 3	20 1 8	3,458 0 0
	Do. Fort ...	1	19	146	165	153	125	1,533	...	...	6,249	...	...	2,415	10,197	66 10 4	10 0 3	1,533 0 0
	Bombay Education Society's Girls' High School ...	1	7	101	108	129	105	4,032	...	...	1,898	...	666	5,270	11,866	91 15 9	31 4 1	4,032 0 0
Poona ...	Convent School	1	19	137	156	137	120	2,638	...	...	4,417	...	448	2,840	10,393	75 13 9	19 9 11	2,638 0 0
	Victoria High School	1	3	61	64	103	74	2,638	...	...	3,740	...	4,383	...	10,761	104 7 7	25 9 9	2,638 0 0
	St. Mary's High School ...	1	29	69	98	100	91	3,051	...	...	8,264	...	...	4,590	15,905	159 0 10	30 8 2	3,051 0 0
	St. Peter's Girls High School, Khandála	1	17	64	81	79	67	2,463	...	...	4,705	...	6,121	240	13,529	171 4 1	31 2 10	2,463 0 0
	Taylor High School	1	13	43	56	54	47	1,227	...	...	2,918	...	111	2,391	6,647	123 1 8	22 11 7	1,227 0 0
Thána ...	St. Joseph's Convent, Bándra.	1	38	179	217	210	160	5,520	...	...	6,580	...	1,084	5,823	19,007	90 8 2	26 4 7	5,520 0 0
Karáchi ...	Convent School, Karáchi ...	1	23	159	182	171	144	4,858	...	180	6,019	...	2,816	2,125	15,998	93 8 11	28 6 7	4,858 0 0
	Total ...	11	214	1,235	1,449	1,446	1,170	36,459	...	180	60,442	...	17,208	27,220	1,41,509	97 13 4	25 3 5	36,459 0 0
	English Teaching.																	
Bombay ...	Girgaum Girls High School...	1	19	115	134	135	101	3,767	...	...	7,709	...	...	95	11,571	85 11 5	27 14 6	3,767 0 0
	Frere-Fletcher School ...	1	15	88	103	90	69	...	...	...	...	...	...	...	...	...	...	.....
	Total ...	2	34	203	237	225	170	3,767	...	...	7,709	...	...	95	11,571	51 6 10	16 11 11	3,767 0 0
	Anglo-Vernacular.																	
Bombay ...	Young Ladies High School ...	1	60	83	143	145	110	1,368	...	...	4,673	...	32	...	6,073	41 5 0	9 6 11	1,368 0 0
	Alexandra Native Girls' School	1	56	...	56	59	40	...	...	...	2,477	...	475	1,829	4,781	81 0 1	...	.....
	Empress High School ...	1	30	53	83	89	66	1,950	...	...	2,453	...	1,582	...	5,985	67 3 11	21 14 7	1,950 0 0
	Princess High, School Chaupati.	1	26	41	67	68	46	1,095	...	...	4,440	...	39	209	5,783	85 0 8	16 1 8	1,095 0 0
Poona ...	Zoroastrian Girls' High School.	1	29	58	87	76	62	2,000	...	...	2,192	...	555	1,436	6,183	81 5 8	26 5 1	2,000 0 0
Surat ...	Zanána Mission, Surat ...	1	19	36	55	51	43	567	...	...	341	...	...	2,123	3,031	59 6 11	11 1 11	567 0 0
	Total ...	6	220	271	491	488	367	6,980	...	...	16,576	...	2,683	5,597	31,836	65 3 10	14 4 10	6,980 0 0
	Unaided (Recognised).																	
	Anglo-Vernacular.																	
Bombay ...	Girton High School, Grant Road	1	71	177	248	250	211	...	...	...	8,366	...	...	...	8,366	33 7 5	...	.....
	Grand Total, High Schools ...	22	583	1,952	2,535	2,569	2,047	56,576	...	180	94,676	...	19,891	32,839	2,04,162	79 7 6	22 0 4	47,206 0 0
	MIDDLE SCHOOLS.																	
	English Teaching.																	
	Municipal.																	
Kánara ...	Karwar	1	4	38	42	42	29	60	...	268	38	...	...	...	366	8 11 5	1 6 10	60 0 0
	Native States Anglo-Vernacular.																	
Káthiáwár ...	Mújiráj Girls' School, Bhávnagar	1	2	11	13	16	10	...	...	...	166	3,105	...	...	3,271	204 7 0	...	.....
	Monghiba Girls School, Gondal	1	...	33	33	32	18	...	...	...	...	921	...	2	923	28 13 6	...	.....
	Total ...	2	2	44	46	48	28	...	...	...	166	4,026	...	2	4,194	87 6 0	...	...
	Aided (Recognised).																	
	European.																	
Bombay ...	St. Isabella's School, Mhatarpakhadi	1	...	76	76	72	54	290	...	...	743	...	34	153	1,220	16 15 1	4 0 5	290 0 0
Poona ...	Anglo-Indian Girls' Home ...	1	...	70	70	62	54	569	...	...	96	...	2,645	1,910	5,220	84 3 1	9 2 10	569 0 0
Sátára ...	Pánchgani Girls' High School.	1	16	51	67	62	58	3,403	...	...	7,218	...	1,785	2,906	15,307	246 14 2	54 14 2	3,403 0 0
	St. Joseph's Convent School, Pánchgani	1	8	30	38	45	38	500	...	...	1,957	...	370	3,433	6,260	139 1 9	11 1 9	500 0 0
Sholápur ...	G. I. P. Railway Girls' School, Sholápur	1	...	36	36	33	28	332	...	...	283	...	...	2,030	2,645	80 2 5	10 1 0	332 0 0
Násik ...	Convent School, Igatpuri ...	1	5	76	81	75	61	1,035	...	...	1,737	...	...	4,474	7,246	96 9 10	13 12 10	913 0 0
Khándesh ...	G. I. P. Railway School, Bhusával	1	11	70	81	77	60	1,200	...	...	779	...	...	3,469	5,448	70 12 1	15 9 4	1,200 0 0

SUBSIDIARY FORM No. 3—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost for educating each Pupil.		Award or fixed grant for the year.
			In High School.	In Middle School.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED (RECOGNISED—*contd*).																	
	European and Eurasian—continued.																	
Dhárwár	S. M. Railway School, Hubli	1	...	34	34	34	25	227	...	...	328	...	...	948	1,503	44 3 4	6 10 10	227 0 0
	Do. Dhárwar	1	...	22	22	22	17	399	...	...	191	...	743	11	1,344	61 1 5	18 2 2	399 0 0
Belgaum	St. Mary's School, Belgaum	1	...	38	38	34	30	471	...	...	806	...	506	1,208	2,991	87 15 6	13 13 8	471 0 0
Karáchi	E E. School, Manora	1	...	18	18	21	18	500	...	...	1,027	...	232	319	2,078	98 15 3	23 12 11	500 0 0
	Do. Kotri	1	...	32	32	23	23	263	...	60	557	...	603	166	1,649	71 11 2	11 6 11	263 0 0
	Total	12	40	553	593	560	466	9,189	...	60	15,717	...	6,918	21,027	52,911	94 7 9	16 6 7	9,067 0 0
	English Teaching.																	
Bombay	St. Joseph's Girls' School, Cavel	1	...	105	105	130	90	1,100	...	...	1,555	...	600	2,746	6,001	46 2 7	8 7 5	1,100 0 0
	St. Anne's School, Byculla	1	...	118	118	116	96	919	...	...	418	...	500	2,928	4,760	41 0 7	7 14 9	563 0 0
	Convent School, Lower Máhim	1	8	169	177	164	132	1,500	...	...	1,417	...	...	2,516	5,433	33 2 1	9 2 4	1,500 0 0
	St. Joseph's School, Mázgaon	1	...	122	122	113	87	936	...	...	564	...	651	905	3,056	27 0 8	8 4 6	936 0 0
Poona	St. Anne's School, Poona	1	...	37	37	36	30	411	...	...	505	...	100	290	1,306	36 4 5	11 6 8	411 0 0
Ahmedabad	B. B. & C. I. Railway School, Ahmedabad	1	2	30	32	21	21	765	...	...	623	...	...	2,075	3,463	164 14 5	36 6 10	765 0 0
	Convent School, Ahmedabad	1	7	67	74	70	54	784	...	...	1,163	...	782	1,451	4,680	66 13 9	11 3 2	384 0 0
Baroda Camp	Anglo-Indian School, Baroda Camp	1	...	20	20	20	17	Imperial. 840	...	...	784	840	312	91	2,867	143 5 7	...	840 0 0
Thána	St. Joseph's Convent, Bándra	1	...	448	448	430	345	3,439	...	...	4,164	...	2,335	6,486	16,424	38 2 5	8 0 0	3,439 0 0
	Thána	1	...	73	73	66	61	298	...	...	618	...	...	301	1,217	18 7 0	4 8 3	298 0 0
Belgaum	Roman Catholic Convent School, Belgaum	1	...	61	61	53	49	474	...	...	582	...	384	1,911	3,351	63 3 8	8 15 1	474 0 0
Dhárwár	St. Joseph's School, Dhárwár	1	...	51	51	43	36	450	...	...	454	...	280	543	1,727	40 2 7	10 7 5	450 0 0
Karáchi	Convent School, Karáchi	1	5	141	146	153	119	1,592	...	...	2,845	...	...	901	5,338	34 14 3	10 6 6	1,592 0 0
Aden	St. Franciscan Convent School at Tawahi	1	...	37	37	33	33	60	...	...	1,071	...	...	...	1,131	34 4 4	1 13 1	.....
	Total	14	22	1,479	1,501	1,448	1,160	13,568	...	...	17,258	840	5,944	23,144	60,754	41 15 4	9 5 11	13,152 0 0
	Anglo-Vernacular.																	
Bombay	F. C. Mission Girls' School, Gowália Tank	1	...	19	19	22	17	350	...	...	52	...	...	1,618	2,020	91 13 1	15 14 6	350 0 0
	S. P. G. M. Girls' School, New Wádi	1	...	8	8	9	7	78	...	...	11	...	...	977	1,066	118 7 1	8 10 8	78 0 0
	Students' Literary and Scientific Society's School	1	20	87	107	104	74	366	...	...	349	...	132	274	1,121	10 12 6	3 8 3	366 0 0
	Sir Cowasji Jahangir A.-V. School	1	8	27	35	41	33	550	...	...	1,149	...	...	619	2,318	56 8 7	13 6 8	550 0 0
	C. M. S. A.-V. School, Girgaon	1	8	22	30	54	39	500	...	...	248	...	1,947	86	2,781	51 8 0	9 4 2	500 0 0
	Z. B. and M. Mission A.-V. School, Umarkhadi	1	...	23	23	22	17	225	...	...	160	...	...	1,733	2,118	96 4 4	10 3 8	225 0 0
	Miss Bennett's A.-V. School, Khetvádi	1	...	34	34	32	23	200	...	...	364	...	...	288	852	26 10 0	6 4 0	200 0 0
Poona	Epiphany High School, Panch Howds	1	9	30	39	39	17	600	...	...	235	...	1,266	2,085	4,186	107 5 4	15 6 2	600 0 0
	F. C. M. Girls' Boarding School	1	...	29	29	26	21	330	...	...	...	...	...	1,528	1,858	71 7 5	12 11 1	330 0 0
	Z. M. A.-V. School, Civil Lines	1	3	29	32	27	24	350	...	...	...	...	1,322	...	1,672	61 14 10	12 15 5	350 0 0
	Do. Kámáthipura	1	...	7	7	8	5	100	...	...	...	...	200	...	300	37 8 0	12 8 0	100 0 0
	M. E. M. Girls' School, Taiegaon Dabhade	1	7	14	21	23	17	139	...	...	...	...	...	863	1,002	43 9 1	6 0 8	139 0 0
Nagar	A. M. Girls' Boarding School, Nagar	1	28	173	201	200	186	1,783	...	...	1,500	...	...	4,449	7,732	38 10 7	8 14 8	1,783 0 0
Broach	Párai Panchayat, Broach	1	...	41	41	47	34	300	...	...	540	...	...	540	1,380	29 5 9	6 6 2	300 0 0
Baroda Camp	M. E. Mission School	1	6	49	55	46	43	437	...	...	...	...	1,190	...	1,627	35 5 11	9 8 0	437 0 0
Thána	J.P. Master's School, Bándra	1	...	12	12	14	10	150	...	...	360	...	489	...	999	71 5 9	10 11 5	150 0 0
Hyderabad	C. E. Z. Girls A.-V. School, Hyderabad	1	...	11	11	10	7	160	...	...	...	...	553	...	713	71 4 10	16 0 0	160 0 0
Karáchi	Parsi Virbaiji School, Karáchi	1	7	82	89	84	75	360	...	150	981	...	309	360	2,160	25 11 5	4 4 7	360 0 0
	Unrecognized.																	
Hyderabad	New Girls' A.-V. School, Hyderabad	1	4	132	136	113	82	...	...	200	339	...	3,124	74	3,737	33 1 2	...	.....
	Total	19	100	829	929	921	731	6,978	...	350	6,288	...	10,532	15,494	39,642	43 0 8	7 9 3	6,978 0 0
	UNAIDED (RECOGNISED).																	
	Anglo-Vernacular.																	
Bombay	Merwanji Setna, Kandawalla Mohoila School	1	...	15	15	16	12	...	...	...	141	...	...	51	192	12 0 0	...	.....
Kolába	Free Church Mission Girls' School, Alibág	1	...	35	35	30	25	...	...	...	18	...	...	562	580	19 5 4	...	[2] .....
	Total	2	...	50	50	46	37	...	...	...	159	...	...	613	772	16 12 11	...	.....
	Grand Total, Middle Schools	50	168	2,993	3,161	3,065	2,551	29,795	...	6,788	39,626	4,866	23,394	60,280	1,58,639	51 12 2	9 11 6	29,257 0 0

SUBSIDIARY FORM No. 4.

Statistical Return of Primary Schools (Vernacular) for Boys for the official year 1906-1907.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Central Division.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Bombay	Municipal	68	3,236	4,560	6,796	7,552	6,019	45,787	...	89,899	592	...	...	...	1,36,278	18 0 9	6 1 0
	Aided.																
	Sir J. J. Fort School ...	1	110	104	214	182	156	387	...	...	112	...	400	2,203	3,102	17 0 8	2 2 1
	R. J. J. Dhobi Talav School	1	72	39	111	118	101	1,274	...	...	53	...	...	989	2,316	19 10 0	10 12 9
	Vernacular portion of A. M., School, Byculla ...	1	76	44	120	140	140	415	...	335	109	...	3,299	...	4,158	27 14 6	2 12 7
	Breach Candy Road ...	1	16	26	42	120	105	110	...	90	494	...	...	94	789	6 9 1	0 14 8
	Byculla Haines Road ...	1	52	105	157	165	134	120	...	105	685	...	...	82	992	6 0 2	0 11 8
	Vernacular portion of Dádar English Institute	1	94	103	197	181	150	170	...	130	754	...	...	228	1,282	7 1 4	0 15 0
	Maráthi Branch of the David Sassoon Reformatory, Institution ...	1	4	83	87	32	32	100	...	72	...	...	...	995	1,167	36 7 6	3 2 0
	Holly Cross Mission School	1	25	63	88	93	71	192	...	158	8	...	407	1,200	1,965	21 2 1	2 1 0
	Israelite Boys' School ...	1	56	67	123	137	102	170	...	130	384	...	637	...	1,321	9 10 3	1 3 10
	Kámáthipura Primary ...	1	37	88	125	139	115	90	...	70	507	...	...	...	667	4 12 9	0 10 4
	Khetvádi 6th Lane ...	1	39	116	155	137	100	125	...	100	592	...	...	153	970	7 1 3	0 14 7
	Marátha Mandali's Free School, Mándvi	1	18	99	117	119	88	90	...	60	165	...	...	195	510	4 4 7	0 12 1
	Mugbhat Private School .	1	85	78	163	154	127	105	...	95	583	...	12	19	814	5 4 7	0 10 11
	New Line	1	40	60	100	96	72	100	...	75	399	...	...	10	584	6 1 4	1 0 8
	Patriotic Institution ...	1	30	72	102	126	101	87	...	68	600	...	...	95	850	6 11 11	0 11 1
	Poor Boys' Seminary ...	1	29	66	95	113	93	185	...	150	38	...	452	808	1,633	14 7 3	1 10 2
	Potdár's School	1	42	69	111	134	106	134	...	166	614	...	...	70	924	6 14 4	1 0 0
	Prabhu Seminary	1	50	58	108	148	114	170	...	130	578	...	299	...	1,177	7 15 3	1 2 5
	Tardeo School	1	37	123	160	155	120	120	...	95	624	...	...	...	839	5 6 7	0 12 5
	Bazár Gate School ...	1	56	70	126	122	95	150	...	120	1,104	...	...	444	1,818	14 14 5	1 3 8
	Byramji Jijibhoy do. ...	1	72	26	98	109	99	364	...	296	270	...	...	2,522	3,452	31 10 9	3 5 5
	Bhendi Bazár do. ...	1	72	134	206	200	173	184	...	146	1,381	...	...	57	1,768	8 13 5	0 14 9
	Chandanvádi Boys' and Girls' School	1	79	153	232	241	222	340	...	275	2,090	...	...	98	2,803	11 10 1	1 6 7
	Gujaráti Branch of the David Sassoon Reformatory, Institution ...	1	4	109	113	49	49	71	...	57	...	...	...	905	1,033	21 1 4	1 7 2
	Dhobitalav Boys' and Girls' School	1	33	31	64	62	45	100	...	82	396	...	...	476	1,554	25 1 0	1 9 10
	Durgádevi School... ...	1	43	75	118	136	123	128	...	102	671	...	...	122	1,023	7 8 4	0 15 1
	Fort and Proprietary School, Chandanvádi.	1	52	37	89	105	88	256	...	204	1,343	...	...	405	2,208	21 0 5	2 7 0
	Do. Fort	1	84	41	125	141	119	386	...	309	2,277	...	...	288	3,260	23 1 11	2 11 10
	Fort and Proprietary (Grant Road)...	1	149	75	224	223	182	640	...	520	3,326	...	...	...	4,486	20 1 10	2 13 11
	Framji Nasarwanji School.	1	91	98	189	166	152	169	...	140	1,017	...	...	473	1,799	10 12 6	0 15 5
	Jumma Masjid do. ...	1	13	24	37	84	58	97	...	78	658	...	...	770	1,603	19 1 4	1 2 6
	Kamathipura Vidya Vardhak School	1	20	38	58	55	42	62	...	48	270	...	...	38	418	7 9 7	1 2 0
	Lady Northcote Hindu Orphnage School... ...	1	20	76	96	104	91	125	...	100	...	...	2,977	...	3,202	30 12 7	1 3 2
	Mándvi A.-V. School ...	1	55	25	80	74	63	92	...	73	621	...	69	610	1,465	19 12 9	1 3 11
	National English do. ...	1	89	65	154	136	101	214	...	171	1,236	...	...	20	1,691	13 6 11	1 9 2
	New Mázgaon do. ...	1	50	146	196	173	130	245	...	195	1,278	...	...	190	1,908	11 0 5	1 6 8
	Parel Boys' and Girls' School	1	29	62	91	90	60	97	...	78	443	...	...	265	883	9 13 0	1 1 3
	Institution for Deaf and Mutes	1	...	22	22	18	16	1,200	...	683	...	...	...	...	2,883	180 2 8	66 10 8
	Parel Road School ...	1	45	123	168	172	144	222	...	178	1,338	...	...	119	1,912	11 1 10	1 4 8
	Miss Millard's Blind School	1	14	34	48	50	45	2,000	...	...	...	...	2,500	2,643	7,143	142 13 9	40 0 0
	Pársi Seminary do. ...	1	45	48	93	97	75	164	...	131	1,610	...	...	135	2,040	21 0 6	1 11 1
	Victoria Memorial School for Blind	1	...	39	39	32	31	3,000	...	2,500	...	...	459	...	5,959	186 3 6	93 12 0
	Victoria School	1	97	191	288	270	230	410	...	340	1,829	...	...	169	2,748	10 2 10	1 8 4
	Anjuman Islam Bhendi Bazar School ...	1	66	238	304	289	215	...	...	4,288	593	...	...	181	5,067	17 8 6	...
	Anjuman Islam Nagpada School	1	...	43	43	46	36	...	...	712	21	...	...	...	733	15 14 11	...
	Other Schools	21	327	1,000	1,327	1,406	1,087	674	...	528	3,824	...	3,588	3,212	11,819	8 6 6	0 7 8
	Total, Aided Schools...	66	2,517	4,486	7,003	7,148	5,798	15,525	...	15,321	35,505	...	15,094	21,283	1,02,728	14 5 11	2 2 7
	Unaided Schools	15	1,020	1,260	2,280	2,166	1,789	...	...	...	8,720	...	537	22,308	31,565	14 9 2	...
	Total, Day Schools...	149	5,773	10,306	16,079	16,866	13,586	61,312	...	1,05,220	44,817	...	15,631	43,591	2,70,571	16 0 8	3 10 2
	Night Schools.																
	Municipal	3	26	62	88	88	68	132	...	422	...	...	...	...	554	6 4 9	1 8 0
	Aided	7	22	112	134	146	100	122	...	47	129	...	100	198	596	4 1 4	0 13 4
	Total, Night Schools ...	10	48	174	222	234	168	254	...	469	129	...	100	198	1,150	4 14 8	1 1 4
	Total, Day and Night Schools	159	5,821	10,480	16,301	17,100	13,754	61,566	...	1,05,689	44,946	...	15,731	43,789	2,71,721	15 14 3	3 9 7
	Day Schools.																
Poona	Government	1	94	53	147	148	121	1,366	...	...	275	...	...	...	1,641	11 1 5	9 3 8
	Local Board	285	3,295	10,238	13,533	13,566	9,729	55,650	14,916	...	6,550	...	...	17	77,133	5 11 0	4 1 8
	Municipal	37	1,318	2,650	3,968	4,112	3,005	11,604	1,809	16,913	3,752	...	...	1,004	35,082	8 8 6	2 13 2
	Poona Agency	31	337	781	1,118	1,072	692	...	6,082	...	...	...	...	...	6,082	5 10 9	...
	Aided.																
	Z. M. Day School, Hadapsar	1	21	64	85	71	55	150	...	...	18	...	326	...	494	6 15 4	2 1 10
	Panch Hand Mission Erandavne	1	14	63	77	71	62	200	...	...	68	...	509	...	777	10 15 1	2 13 1
	Poona Native Institution Branch Maráthi School...	1	110	120	230	217	174	476	...	...	512	...	660	283	1,931	14 5	2 3 1

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Central Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Aided—continued.																
	Vernacular portion of Camp Education Society's A. V. S., Poona	1	51	144	195	213	146	463	...	300	545	...	35	46	1,389	6 7 11	2 2 9
	St. John's Maráthi School, Convent Street, Poona	1	19	126	145	140	98	184	...	...	....	...	1,400	...	1,584	11 5 0	1 5 0
	St. John's Hindustani Boys' School, Convent Street, Poona	1	17	61	78	91	62	300	...	...	...	...	1,068	...	1,368	15 0 6	3 4 9
	Nutan Maráthi Vidyálaya, Poona	1	288	216	504	512	454	1,427	...	...	1,204	...	2,250	...	4,881	9 8 6	2 12 7
	Anjumán T. Islám, Sholápur Bazár Poona ...	1	17	61	78	69	57	109	...	...	...	...	...	500	609	8 13 3	1 9 3
	Anjuman T. Islam Jumma Mosque, Poona	1	38	51	89	82	71	150	...	...	...	...	...	975	1,125	13 11 6	1 13 3
	Anjuman T. Islam, Main Street Poona	1	26	59	85	79	64	140	...	...	...	...	...	1,100	1,240	15 11 2	1 12 4
	A. M. Boys' School, Sirur	1	28	50	78	87	71	177	...	...	...	...	...	2,069	2,246	25 13 1	2 0 7
	C. M. Society's Vernacular School, Khed ...	1	12	51	63	66	49	136	...	...	31	...	...	491	658	9 15 6	2 1 0
	M. E. M. Boys' School, Sholápur Road, Poona ...	1	21	21	42	55	51	119	...	...	...	...	1,221	...	1,340	24 5 10	2 2 7
	D. E. Society's Navin Maráthishala, Shanwar, Poona	1	227	188	415	323	263	584	...	...	1,051	...	...	1,569	3,204	9 14 9	1 12 11
	Pandurang Nanaji Jain Vetal Peth, Poona ...	1	24	77	101	112	78	200	...	...	265	...	...	139	604	5 6 3	1 12 7
	V. H. Kakade, Shukurwar Peth, Poona... ...	1	35	139	174	175	136	175	...	...	445	...	...	211	831	4 12 0	1 0 0
	Annaji Dinanath Bhamburé, Tulsibag, Poona ...	1	56	83	139	127	105	397	...	...	336	...	...	475	1,208	9 8 2	3 2 0
	G. N. Lele's School, Junnar	1	15	62	77	80	61	108	...	...	93	...	...	157	358	4 7 7	1 5 7
	Miss Mary Kunk's Primary Boys' School, 600 Sanchhapir Street, Poona ...	1	9	85	94	87	65	365	...	...	46	...	102	596	1,109	12 11 11	4 3 2
Poona—*contd.*	G. B. Mirasdar Vetal Peth, Poona	1	35	136	171	181	138	115	...	...	335	...	...	252	702	3 14 1	0 10 2
	A. D. Bhambure's School, Shukrawar Peth Dane-Alli, Poona	1	27	83	110	111	92	225	...	...	409	...	...	250	884	7 15 5	2 0 5
	Poona Native Institutions, Raviwar Peth, Poona ...	1	25	90	115	125	103	300	...	...	325	...	240	91	956	7 10 4	2 6 5
	Nana Bhav Ramchandra Jain, Nanâ Peth, Poona.	1	18	70	88	110	83	150	...	...	300	...	...	29	479	4 5 8	1 5 10
	Moreshwar Narayan Bapat's Raste's Peth, Poona	1	70	96	166	162	129	326	...	...	396	...	...	592	1,314	8 1 9	2 0 2
	Bapuji Raghunath Joshi Raviwar Daneale, Poona.	1	49	32	81	69	57	114	...	...	302	...	...	...	416	6 0 6	1 10 5
	Dattatraya Bapuji Agnihotri's Ganesh- Peth, Poona	1	26	54	80	79	53	100	...	...	200	...	...	113	413	5 3 8	1 4 3
	Stothert Memorial Mission School, Lanoli ...	1	...	45	45	51	37	369	...	...	13	...	...	600	982	19 4 1	7 3 0
	Sanskrit Pathashala, 775 Shanwar, Poona ...	1	...	66	66	57	37	320	...	100	...	...	566	...	986	17 4 9	5 9 10
	Gayan Samaj, Music School, Poona	1	...	504	504	512	454	519	...	...	...	200	459	464	1,642	3 3 4	1 0 3
	Other Schools	23	159	655	814	822	619	1,408	...	60	919	...	1,992	2,803	7,182	8 11 10	1 11 5
	Total, Aided Schools ...	52	1,437	3,552	4,989	4,936	3,924	9,806	...	460	7,813	200	10,828	13,805	42,912	8 11 1	1 15 10
	Unaided	2	9	84	93	74	59	...	...	...	...	...	...	155	155	2 1 6	...
	Total, Day Schools...	408	17,358	6,490	23,848	23,908	17,530	78,426	22,807	17,373	18,390	200	10,828	14,981	1,63,005	6 13 2	3 4 6
	Night Schools.																
	Municipal	4	1	106	107	106	56	68	...	104	...	...	...	18	190	1 12 8	0 10 3
	Aided	3	13	64	77	92	61	94	...	...	...	...	330	...	424	4 9 9	1 0 4
	Total, Night Schools...	7	14	170	184	198	117	162	...	104	...	...	330	18	614	3 1 7	0 13 3
	Total, Day and Night Schools	415	17,372	6,660	24,032	24,106	17,647	78,588	22,807	17,477	18,390	200	11,158	14,999	1,63,619	6 12 7	3 4 1
	Day Schools.																
	Local Board	320	3,832	10,771	14,603	16,853	12,074	55,970	36,283	...	7,605	...	...	30	99,888	6 1 9	3 6 9
	Municipal	27	1,207	1,721	2,928	3,526	2,662	10,714	2,441	9,481	2,922	...	...	140	25,698	7 4 7	3 0 7
	Sátára Agency	58	585	1,782	2,367	2,283	1,685	...	...	...	845	7,994	...	...	8,839	3 13 11	...
	Aided.																
	Lakhapati's School at Sátára	1	43	133	176	169	148	209	...	...	192	...	...	505	906	5 5 9	1 3 9
Sátára ...	Gayakawad's School at Sátára	1	20	105	125	122	111	175	...	...	144	...	...	250	569	4 10 7	1 6 11
	Bhate's School at Sátára...	1	32	69	101	103	88	175	...	...	144	...	...	274	593	5 12 1	1 11 2
	Gavaie's School at do. ...	1	21	65	86	111	95	160	...	...	112	...	91	231	594	5 5 7	1 7 1
	American Station Mission School at Sátára	1	40	30	70	69	62	400	...	...	16	...	...	961	1,377	19 15 4	5 12 9
	American Station Mission, School, Wái	1	43	42	85	90	76	178	...	...	40	...	...	1,203	1,421	15 12 7	1 15 8
	M. V. Mandali's School No. II, Wái	1	15	42	57	66	51	113	...	...	67	...	244	...	424	6 6 9	1 11 5

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Aided—continued.																
	Sanskrit Pathshala, Satara	1	39	2	61	54	29	166	...	...	...	...	236	69	501	9 4 5	3 1 2
	Other Schools	23	198	581	779	747	567	1,063	...	...	1,003	...	592	2,579	5 237	7 4 10	1 7 9
	Total, Aided Schools ..	31	451	1,089	1,540	1,501	1,167	2,639	...	...	1,718	...	1,193	6 072	11,622	7 11 11	1 12 2
	Total, Day Schools...	438	6,075	15,363	21,438	23,663	17,588	69,323	38,724	9,481	13.090	7,994	1,19.	6,242	1,46,047	6 2 9	2 14 10
Satara—*contd.*	*Night Schools.*																
	Local Board	4	7	68	75	81	49	151	...	...	...	...	...	...	151	1 13 10	1 13 10
	Satara Agency	5	11	123	134	129	95	...	...	...	...	178	...	...	178	1 6 1	...
	Total, Night Schools	9	18	191	209	210	144	151	...	...	...	178	...	...	329	1 9 1	0 11 6
	Total, Day and Night Schools	4 5	6,093	15,554	21,647	23,873	17,732	69,474	38,724	9,481	13,090	8,172	1,113	6,242	1,46,376	6 2 1	2 14 7
	Day Schools.																
	Local Board	201	2,172	6,386	8,558	8,365	6,471	37 275	7,603	...	4,694	...	...	12	49,589	5 14 10	4 7 4
	Municipal	22	1 0 2	1,993	3,035	2,891	2,259	8,275	13.9	11,415	2,824	...	...	32	23,9 5	8 5 4	2 13 8
	Sholapur Agency	13	447	1,257	1,744	1,689	1,3 7	...	5,7.8	...	784	2,554	...	...	9,086	5 5 11	...
	Aided.																
	A. M. Station School, Sholapur	1	39	51	90	107	88	317	...	...	34	...	1,650	7	2,008	18 12 3	2 15 5
	Christian Orphanage, School, Sholapur	1	27	24	51	51	49	236	...	...	...	...	595	...	831	15 6 3	4 5 11
	Atmaram P. Deshpande, Pandharpur	1	32	67	99	96	70	192	...	...	343	...	...	201	736	7 10 8	2 0 0
	Krishnaji D. Phadke, Pandharpur	1	24	66	90	90	76	150	...	...	249	...	...	86	485	5 6 3	1 10 8
	Gopal P. Natu, Pandharpur	1	42	36	78	72	60	135	...	...	255	...	...	67	457	6 5 7	1 14 0
	Hasanbeg Daudbeg, Valsang ...	1	23	53	76	79	55	160	...	...	391	...	...	135	686	8 10 11	2 0 5
Sholapur ...	Sharanaya Lingaya Valsang	1	2	10	126	119	91	1 0	...	...	544	...	...	265	959	8 0 11	1 4 2
	Other Schools	36	222	1,125	1,357	1,327	1,054	1,358	...	...	2,571	...	3,971	745	8,635	6 8 0	1 0 2
	Total, Aided Schools ...	43	435	1,532	1,967	1,944	1,533	2,678	...	...	4,387	...	6,216	1,506	14,787	7 9 8	1 6 1
	Total, Day Schools.	299	4 1 6	11 108	15,304	14,889	11,570	48,228	14,715	11,415	12,689	2,554	6,216	1,550	97,367	6 8 8	3 3 9
	Night Schools.																
	Local Board	3	5	59	64	59	41	144	...	...	...	..	...	...	144	2 7 1	2 7 1
	Municipal	2	19	37	56	51	33	5	7	3 7	...	..	...	...	365	7 2 6	1 0 0
	Aided	1	5	12	17	23	16	19	...	...	...	...	44	...	63	2 11 10	0 13 3
	Total, Night Schools .	6	29	108	137	133	90	214	7	307	...	...	44	...	572	4 4 10	1 9 9
	Total, Day and Night Schools	305	4,165	11,276	15,441	15,022	11,660	48,442	14,722	11,722	12,689	2,554	6,260	1,550	97,939	6 8 4	3 3 7
	Day Schools.																
	Local Board	247	3,489	9,490	12,979	12,691	9,278	52.303	14,724	...	6,661	...	...	15	73,003	5 12 4	4 1 11
	Municipal	15	853	1,549	2,352	2,269	1,750	5,935	1.045	9,991	2,569	...	...	9	19,509	8 9 7	2 9 8
	Aided.																
	A. M. Kolgaon	1	12	35	47	48	43	135	...	...	...	...	...	514	650	13 8 8	2 13 4
	A. M. Rahuri	1	50	33	83	94	86	199	...	...	...	...	...	588	787	8 5 11	2 1 10
	S. P. G. M. Miri	1	13	12	25	29	25	114	...	...	...	...	...	324	438	15 1 8	3 14 11
	R. C. M. Kendal	1	21	42	63	62	57	176	...	...	...	...	...	316	492	7 15 0	2 8 8
	Do. Sangamner ...	1	17	23	40	43	38	150	...	...	...	...	411	...	561	13 0 9	3 7 10
	A. M. Vadala	1	69	26	95	91	86	230	...	...	133	...	...	1,120	1,483	16 4 9	2 8 5
	A. M. Model School, Ahmednagar ...	1	22	74	96	109	94	314	...	...	...	...	...	318	632	5 12 9	2 14 1
	A. M. Vernacular portion of the Mission High School, Nagar	1	83	71	154	147	115	523	...	...	50	...	895	...	1,468	9 15 9	3 8 11
	A. E. Society's Urdu Boys School, Nagar ..	1	17	72	89	79	45	135	...	...	...	...	285	...	420	5 5 0	1 11 4
Ahmednagar...	Other Schools	124	340	2 6 2	2,942	2,692	2,041	3,150	...	...	180	...	695	17,761	21,186	7 13 11	1 2 9
	Total, Aided Schools .	133	644	2 990	3,634	3,394	2,6.0	5,107	...	...	363	...	2,236	20,361	28,117	8 4 7	1 8 1
	Unaided Schools	43	19	663	682	619	465	...	...	...	...	...	624	3,912	4,532	7 2 7	...
	Total, Day Schools .	438	,.005	14,642	19,64.	18,973	14,123	63, 15	15,0.9	9,9.1	9.593	...	2 906	24 297	1,25,161	6 9 7	2 5 5
	Night Schools.																
	Local Board	5	35	101	135	104	111	246	...	...	...	...	...	...	243	1 8 0	1 8 0
	Municipal	1	..	1	15	19	7	...	...	60	...	..	...	...	60	3 2 6	...
	Total, Night Schools..	6	35	136	172	123	118	246	...	60	...	...	...	...	306	1 2 0	1 5 6
	Total, Day and Night Schools	444	7,041	14,778	19,819	19,156	14,241	63,561	15,0.9	10,051	9,593	...	2,906	24,297	1,25,467	6 8 10	3 5 1

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Aided—continued.																
	Day Schools.																
	Local Board	233	3,132	9,702	12,834	12,749	9,247	46,939	16,049	...	5,321	...	...	16	68,325	5 5 9	3 10 11
	Municipal	21	962	1,695	2,677	2,630	1,918	8,243	1,251	11,137	2,717	...	5	26	23,359	8 14 1	3 2 2
	Násik Agency, Surgána ...	1	7	21	28	30	19	...	...	...	...	203	...	...	203	6 12 3	...
	Aided.																
	C. M. S. Boys' School, Manmád ...	1	15	46	61	65	51	210	...	...	64	...	....	...	746	10,20 5 11 1	3 3 8
	Do. Nandgaon ...	1	17	41	58	54	38	135	...	...	41	...	...	...	411	587 10 13 11	2 8 0
	Do. Sháranpur ...	1	38	57	95	105	91	200	...	...	...	...	...	...	1,128	1,32 12 10 4	1 14 6
	Do. Igatpuri ...	1	14	60	74	70	46	148	...	...	44	...	...	...	821	1,013 14 7 7	2 1 10
	Do. Deoláli Camp.	1	16	94	110	94	46	146	...	...	52	...	...	...	1,137	1,335 14 3 3	1 8 10
	Do. Málegaon Camp	1	32	35	67	74	54	319	...	...	141	...	...	...	454	914 12 5 7	4 5 0
	Z. M. S. Boys', Budwár-peth, Násik.	1	15	83	98	91	58	120	...	...	...	...	...	...	808	928 10 3 2	1 5 0
	Do. Aditwár Peth, Násik ...	1	15	81	96	99	59	122	...	...	...	...	...	...	695	817 8 4 0	1 3 9
	Persian School, Málegaon.	1	11	41	52	60	40	100	...	...	...	...	525	...	625	10 6 8	1 10 8
	Gadhigaonthan, Sinnar ...	1	20	79	99	102	86	119	...	...	170	...	225	236	750	7 5 8	1 2 8
Násik—*contd.*	Farsi Private School, Igatpuri	1	6	23	29	29	26	102	...	...	363	...	...	...	465	16 0 7	3 8 3
	Sanskrit School, Nasik ...	1	11	51	62	57	34	100	...	100	...	...	138	...	338	5 14 11	1 12 1
	Other Schools	12	70	420	490	445	337	580	...	60	522	...	193	2,446	3,801	8 8 8	1 4 10
	Total, Aided Schools ...	24	280	1,111	1,391	1,345	966	2,401	...	160	1,397	...	1,031	8,882	13,921	10 5 7	1 13 7
	Unaided Schools	12	43	396	439	395	342	...	...	...	732	...	223	120	1,075	2 11 7	...
	Total, Day Schools...	291	4,444	12,925	17,369	17,149	12,492	57,583	17,280	1,1297	10,167	203	1,309	9,044	1,06,883	6 3 9	3 5 9
	Night Schools.																
	Local Board	1	2	27	29	28	23	84	...	...	...	...	...	...	84	3 0 0	3 0 0
	Municipal	4	14	115	129	132	67	100	25	158	...	...	...	...	283	2 2 4	1 13 1
	Aided	1	6	33	39	32	28	33	...	...	...	...	...	215	248	7 12 0	1 0 6
	Total, Night Schools...	6	22	175	197	192	118	217	25	158	...	...	...	215	615	3 3 3	1 2 1
	Total, Day and Night Schools	297	4,466	13,100	17,566	17,341	12,610	57,800	17,305	11,455	10,167	203	1,309	9,259	1,07,498	6 3 2	3 5 4
	Day Schools.																
	Government	1	69	69	138	138	113	1,039	...	...	167	...	...	...	1,206	8 11 10	7 8 6
	Local Board	417	6,205	13,499	21,704	23,840	16,882	76,233	55,843	...	11,400	...	...	23	1,43,500	6 0 4	3 3 2
	Municipal	67	3,158	4,923	8,081	9,315	6,702	24,858	9,388	26,188	6,937	...	...	99	67,470	7 3 11	2 10 8
	Aided.																
	Other Schools	2	13	42	55	55	48	137	...	...	...	...	130	90	357	6 7 10	2 7 10
	Total, Day Schools...	487	9,445	20,533	29,978	33,348	23,745	1,02,264	65,236	26,188	18,504	...	13	212	2,12,534	6 6 0	3 1 1
Khándesh ...	*Night Schools.*																
	Local Board	1	6	22	28	28	17	51	...	...	...	...	...	...	51	1 13 2	1 13 2
	Municipal	1	8	15	23	22	17	3	2	40	...	...	...	...	72	3 4 4	1 5 10
	Total, Night Schools...	2	14	37	51	50	34	81	2	40	...	...	...	...	123	2 7 4	1 9 11
	Total, Day and Night Schools	489	9,459	20,570	30,029	33,398	23,779	1,02,345	65,238	26,228	18,504	...	130	212	2,12,657	6 5 11	3 1 0
	Day Schools.																
	Government	2	163	122	285	286	234	2,405	...	...	442	...	...	...	2,847	9 15 3	8 6 7
	Local Board	1,703	22,125	62,086	84,211	87,564	63,681	3,24,367	1,44,728	...	42,231	...	...	113	5,11,439	5 13 5	3 11 3
	Municipal	257	10,796	19,041	29,837	32,295	24,315	1,15,386	17,233	1,75,024	22,313	...	5	1,310	3,31,321	10 2 8	3 9 2
	Native States	123	1,416	3,841	5,257	5 074	3,703	...	11,310	...	1,629	10,751	...	...	24,190	4 12 3	...
	Aided	351	5,777	14,802	20,579	20,323	16,066	38,293	...	15,941	51,183	200	36,828	71,999	2,14,444	10 8 10	1 14 2
	Unaided	72	1,091	2,403	3,494	3,254	2,635	...	...	...	9,452	...	1,380	26,495	37,327	11 7 6	...
Abstract, Central Division.	Total, Day Schools...	2,508	41,368	102,295	143,663	148,796	1,10,634	4,80,451	1,73,821	1,90,965	1,27,250	10,951	38,213	99,917	11,21,568	7 8 7	3 3 8
	Night Schools.																
	Local Board	14	56	297	353	860	241	676	...	...	...	...	...	...	676	1 14 1	1 14 1
	Municipal	15	68	350	418	418	248	381	34	1,091	...	...	...	18	1,524	3 10 4	0 14 7
	Native States	5	11	123	134	129	95	...	...	...	...	178	...	...	178	1 6 1	...
	Aided	12	40	221	267	293	205	268	...	47	129	...	474	413	1,331	4 8 8	0 14 8
	Total, Night Schools...	46	18.	991	1,172	1,200	789	1,325	34	1,138	129	178	474	431	3,709	3 1 5	1 1 8
	TOTAL, CENTRAL DIVISION.	2,554	41,549	1,03,286	1,44,835	1,49,996	1,11,423	481,776	1,73,855	1,92, 03	1,27,379	11,129	38,687	1,00,348	11,25,277	7 8 0	3 3 5
	NORTHERN DIVISION.																
	Day Schools.																
Ahmedabad ...	Government	1	143	80	223	194	149	1,282	...	...	436	...	...	...	1,718	8 13 8	6 9 9
	Local Board	186	3,842	7,964	11,8 6	12,041	7,205	52,055	23,569	...	4,577	...	925	...	81,126	6 11 10	4 5 2
	Municipal Board	45	3,1 3	731	6,833	6,956	5,109	19,825	3,591	22,288	7,946	...	1	459	53,710	7 11 7	2 13 7

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Stage.					Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
			Upper Stage.	Lower Primary Stage.	Total.												
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	NORTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Aided.																
	Ahmedabad Camp ...	1	15	31	46	41	31	126	...	315	63	...	9	...	513	12 8 2	3 1 2
	Mission No. I, Ahmedabad...	1	93	95	188	205	148	416	...	...	224	...	...	916	1,556	7 9 5	2 0 6
	Do. No. II, do. ...	1	50	56	106	121	87	415	...	...	147	...	...	837	1,399	11 9 0	3 6 11
	Do. No. III, do. ...	1	7	33	40	48	30	100	..	...	17	...	...	373	490	10 3 4	2 1 4
	Do. No. IV, do. ...	1	3	15	18	70	46	270	...	...	56	...	...	539	865	12 5 9	3 13 11
	Sháhvádi Mission ...	1	50	58	108	98	70	245	...	...	...	...	...	511	756	7 11 5	2 8 0
	Ranchodlal Vidyalya, Ahmedabad ...	1	132	129	261	259	191	427	...	525	302	...	...	42	1,296	5 0 1	1 10 5
	Salvation Army, Muktipur	1	80	26	106	123	92	350	...	...	...	...	...	1,037	1,387	11 4 5	2 13 6
	Anjuman-i-Islám, Ahmedabad	1	36	109	145	140	96	184	...	150	44	...	...	439	817	5 13 4	1 5 0
	Ghogha Mission	1	16	48	64	85	54	203	...	...	22	...	...	575	800	9 6 7	2 6 3
	Viramgám (Koli Chakla).	1	41	75	116	95	70	255	...	30	372	...	...	113	770	8 1 8	2 10 11
	Prantij Irish Mission School	1	28	54	82	82	59	200	...	...	20	...	...	575	795	9 11 1	2 7 0
	Prántij Orphanage ...	1	51	10	61	63	61	250	...	...	...	...	...	683	933	13 11 6	3 10 10
	Prántij Mission Blind School	1	...	18	18	17	16	...	...	...	...	...	...	654	654	38 7 6	...
	Sanodar	1	14	31	45	39	32	80	...	...	23	...	...	280	387	9 14 9	2 0 10
	Mirchand	1	13	27	40	35	31	52	...	...	18	...	...	244	314	8 15 6	1 7 9
	Wallacepur	1	26	34	60	52	42	121	...	...	13	...	...	499	633	12 2 9	2 5 3
Ahmedabad—*contd.*	Pargana School, Ahmedabad ...	1	22	54	76	74	48	130	...	100	...	...	145	59	434	5 13 10	1 12 1
	Non-Caste School, Ahmedabad	1	...	35	35	25	25	...	...	27	...	...	5	...	32	1 4 6	...
	Others	6	47	125	172	234	141	207	...	...	13	...	27	420	667	2 13 7	0 14 2
	Total, Aided ...	25	724	1,063	1,787	1,911	1,370	4,031	...	1,147	1,333	...	186	8,801	15,498	8 1 9	2 1 9
	Day Schools.																
	Unaided.																
	Ahmedabad Dhalgharwáda.	1	21	18	39	40	36	...	...	...	116	...	...	10	126	3 2 5	...
	Mission Alliance Dholka...	1	113	107	220	165	160	...	...	...	...	...	1,062	...	1,062	6 7 0	...
	Others	1	...	...	...	34	19	...	...	...	...	...	...	54	54	1 9 5	...
	Total, Unaided ...	3	134	125	259	239	215	...	...	...	116	...	1,062	64	1 242	5 3 2	...
	Total of Day Schools ...	260	7,945	12,963	20,908	21,341	14,039	77,193	27,160	23,435	14,008	...	2,174	9,321	1,53,294	7 2 11	3 9 10
	Night Schools.																
	Municipal Board Ahmedabad	3	7	72	79	84	42	224	9	257	25	...	...	9	524	6 3 10	2 10 8
	Total, Day and Night Schools	263	7,952	13,035	20,987	21,425	14,081	77,417	27,169	23,692	14,033	...	2,174	9,333	1,53,818	7 2 10	3 9 10
	Day Schools.																
	Local Board Schools ...	205	3,241	5,539	8,780	14,303	9,257	58,362	33,174	...	5,464	...	110	...	97,130	6 12 8	4 1 3
	Municipal Board	40	1,377	1,507	2,884	4,528	3,617	12,053	4,326	11,314	3,374	...	...	36	31,093	6 7 1	2 7 11
	Aided.																
	Borsad Mission	1	69	59	128	137	106	304	...	...	...	...	...	660	964	7 0 7	2 3 6
	A'nand do.	1	76	29	105	98	90	366	...	...	12	...	1	639	1,018	10 6 2	3 1 9
	Nadiad M. E. Mission ...	1	131	55	186	209	174	496	...	...	...	...	...	1,676	2,172	10 6 3	2 6 0
	Private School, Dákore ...	1	...	...	...	128	93	100	...	...	46	...	...	496	642	5 0 3	0 12 6
Kaira ...	Others	22	131	870	1,001	1,235	848	852	...	...	726	...	828	3,353	5,759	4 10 7	0 11 0
	Total, Aided ...	26	407	1,013	1,420	1,807	1,311	2,118	...	...	784	...	829	6,824	10,555	5 13 6	1 2 9
	Total, Day Schools ...	271	5,025	8,059	13,084	20,938	14,185	72,533	37,500	11,304	9,642	...	939	6,860	1,38,778	6 10 1	3 7 5
	Night Schools.																
	Municipal Board	3	7	44	51	76	39	142	15	45	...	...	...	...	202	2 11 1	1 14 4
	Aided	1	22	3	25	18	11	...	...	...	...	...	...	112	112	6 3 7	...
	Total, Night Schools ...	4	29	47	76	94	50	142	15	45	...	...	...	112	314	3 6 0	1 8 5
	Total, Day and Night Schools	275	5,054	8,106	13,160	21,032	14,235	72,675	37,515	11,349	9,642	...	939	6,972	1,39,092	6 9 10	3 7 3
	Day Schools.																
	Local Board Schools ...	235	4,325	7,883	12,208	11,571	7,711	37,664	36,547	...	3,733	...	400	...	78,344	6 12 4	3 12 9
	Municipal Board	22	1,211	1,990	3,201	5,178	2,320	8,351	1,754	10,620	2,151	...	...	99	22,975	7 3 8	2 10 1
	Aided.																
	Sir J. J., Broach ...	1	30	16	46	42	34	75	...	...	...	...	...	441	516	12 4 7	1 12 7
	Mission School, Fatatalav.	1	12	59	71	67	42	80	...	...	30	...	...	396	506	7 8 10	1 3 1
Broach	Mission School, Kumbharia Dholavdo ...	1	8	26	34	32	24	40	...	...	...	...	...	227	267	8 5 6	1 4 0
	Others	4	27	80	107	108	72	98	...	...	22	...	...	131	246	2 4 5	0 13 9
	Total, Aided ...	7	77	181	258	249	172	288	...	...	52	...	...	1,195	1,535	6 2 9	1 2 6
	Unaided.																
	Other Schools	1	6	13	19	22	19	...	...	...	...	...	60	...	60	2 11 8	...
	Total, Day Schools ...	265	5,619	10,067	15,686	15,020	10,222	46,303	38,301	10,620	5,936	...	499	1,294	1,02,954	6 13 8	3 1 4

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SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Costs of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
Broach—*contd.*	Municipal Board	1	4	31	35	26	21	...	...	25	...	...	...	25	50	1 14 9	...
	Unaided	1	...	18	18	19	13	...	...	...	...	...	50	...	50	2 10 1	...
	Total, Night Schools ...	2	4	49	53	45	34	...	...	25	...	...	50	25	100	2 3 7	...
	Total, Day and Night Schools.	267	5,623	10,116	15,739	15,035	10,256	46,303	38,301	10 645	5,936	...	510	1,319	1,03,014	6 13 5	3 1 2
	Day Schools.																
Panch Mahals.	Local Board Schools ...	107	1,708	2,869	4,577	4,609	3 3 7	28,803	2,011	...	1,878	...	...	...	32,192	6 15 9	6 4 0
	Municipal Board Schools.	10	354	567	921	874	663	2,618	985	2,103	6 5	...	...	45	6,409	7 5 4	2 15 11
	Aided.																
	Zalod Mission	1	14	9	23	33	32	175	...	...	...	...	...	333	5 8	15 6 4	5 4 10
	Others	1	5	36	41	37	24	21	...	...	...	...	98	28	147	3 15 7	0 9 1
	Total, Aided ...	2	19	45	64	70	56	196	...	...	...	...	98	361	655	9 5 9	2 12 10
	Total, Day Schools ...	119	2,081	3,481	5,562	5,553	4,046	31,617	2 996	2,106	2 083	...	98	406	39,256	7 1 2	6 7 2
	Day Schools.																
Surat ...	Local Board	284	5,059	12,651	17,710	18,884	11 457	63,988	32,193	...	7,057	...	1,063	192	1,04 493	5 8 6	3 6 2
	Municipal Board	29	1,648	3,296	4,944	5,152	3,701	11,324	1,67 0	12,041	5,682	...	...	30	31,647	6 2 3	2 3 2
	Aided.																
	Mission School, No. I	1	32	82	114	109	84	181	...	...	33	...	...	487	709	6 6 11	1 10 7
	Do. No. II	1	65	149	214	212	139	363	...	...	72	...	...	482	1, 67	5 0 8	1 11 5
	Do. No. III	1	25	79	104	102	66	227	...	...	19	...	...	579	825	8 1 5	2 3 7
	Do. No. IV	1	11	52	63	61	49	183	...	...	16	...	...	430	629	10 5 0	3 0 0
	Sir J. J., School, (Rustumpura) ..	1	26	30	56	52	45	75	...	...	...	...	...	491	556	10 11 1	1 7 1
	Do. Bibinivadi) ...	1	55	91	146	136	111	150	...	...	...	...	...	7 5	865	6 5 9	1 1 8
	Do. Bukár. ...	1	26	40	66	64	55	38	...	...	...	...	...	453	491	7 10 9	0 9 6
	Do. Udwáda .	1	4	37	41	47	32	38	...	...	...	...	...	470	508	10 12 11	0 12 11
	Pársi Charity Surat ..	1	18	23	41	40	33	112	...	...	...	...	...	256	368	7 8 2	2 4 7
	Mission School, Bukár ...	1	76	18	94	111	79	100	...	...	...	...	...	537	637	6 4 [illegible]	0 15 10
	Others	6	77	247	324	370	284	2 8	...	...	121	...	383	678	1,410	3 1 6	0 9 8
	Total, Aided ..	16	415	848	1,263	1,312	977	1,695	...	...	261	...	383	5,718	8,057	6 2 3	1 4 8
	Unaided—																
	Madressa Turrva, Surat.	1	28	133	166	135	107	...	...	..	...	...	...	1,328	1,328	8 0 9	...
	Ratnasarji Jain Pathshala, Surat	1	51	47	98	89	64	...	...	...	...	...	230	617	817	9 2 [illegible]	...
	Mithedia Madressa, Randér	1	30	97	127	100	76	...	...	...	...	...		...	...	...	...
	Bánia, Randér	1	24	46	70	72	44	...	...	...	...	...	...	502	502	6 15 [illegible]	...
	Others	1	14	39	54	52	40	...	...	...	22	...	...	122	144	2 12 4	...
	Total, Unaided	5	145	367	515	478	331	...	...	...	22	...	230	2,569	2,791	5 13 5	...
	Total, Day Schools ...	334	7,27	17,162	24,432	5,826	16,556	71,007	3 563	12,9 1	13 022	...	1,646	8,509	1,16,083	5 11 0	2 15 9
	Day Schools																
Thána ...	Local Board Schools .	216	2,715	7,546	10,261	10,558	7,277	44,083	3,960	...	4,495	...	278	...	52,816	5 0 [illegible]	4 2 10
	Municipal Board schools .	35	584	1,877	2,461	2,372	1,971	9,847	4,336	8,467	5,029	...	100	296	26,075	9 1 3	3 6 10
	Aided.																
	J. P. Master, Bándora ...	1	26	20	46	61	52	2 5	...	...	5 6	...	212	...	1,033	16 14 11	4 5 6
	Bazar Road Do ..	1	31	62	93	103	83	150	...	...	621	...	50	73	894	8 10 10	1 7 4
	Kalyan No II	1	24	48	72	77	59	105	...	...	210	...	...	...	315	4 1 5	1 5 10
	Kalva Mission	1	5	38	43	39	30	100	...	...	23	...	...	340	463	11 13 11	2 9 0
	Others	6	31	124	155	151	116	169	...	..	283	...	27	285	764	5 [illegible] 1.	1 1 11
	Total, Aided ...	10	117	292	469	431	340	789	...	...	1,693	...	289	618	3,469	8 0 9	1 13 3
	Total, Day Schools. ..	261	2,816	9,715	13,531	13,81 1	9,583	54,719	8 296	8,467	9,217	...	667	994	82,360	5 15 1	3 15 1
	Night Schools.																
	Municip. l Board	5	3	88	91	89	62	126	51	99	...	...	...	...	276	3 1 4	1 6 8
	Total of Day and Night Schools	266	3,819	9,803	13,622	13,950	9,650	54,845	8,347	8,566	9,217	...	667	994	81,636	5 11 9	3 14 11
	Day Schools.																
Baroda Camp.	Government	1	50	75	125	123	79	727	...	...	180	...	...	...	907	7 6 0	5 14 7
	Aided M. E. Mission ..	1	42	67	109	161	105	400	...	...	6	...	...	1,591	1,997	12 8 6	2 7 9
	Others	1	13	21	34	37	27	37	...	...	63	...	...	...	100	2 11 3	1 0 0
	Total, Aided ..	2	85	88	173	198	142	437	...	...	69	...	...	1, 91	2,097	1. 9 .	2 3 4
	Total, Day Schools ..	3	135	163	298	321	221	1,164	...	...	249	...	...	1,591	3,004	5 5 9	3 10 0
	Day Schools																
Deesa Camp	Allet—																
	Deesa Cantonment School	1	...	...	...	35	26	119	...	3 [illegible]	28	...	...	...	5 2	14 10	3 6 5
	Do Mahashnker do.	1	...	...	...	3	23	145	...	...	6 [illegible]	...	...	2 8	437	13 3 11	4 6 4
	Do Aided Gujarati do. ..	1	...	...	...	67	53	184	...	...	1 1	...	...	2 3	253	8 5 [illegible]	2 11 11
	Do. Mission do. ..	1	...	...	...	82	58	18	...	...	18	...	...	71	518	11 3 [illegible]	2 4 8
	Total, Day Schools ..	4	...	...	...	217	160	636	...	305	261	...	...	1,103	2,425	11 2 10	2 14 11

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Stage. Upper	Primary Stage. Lower	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Rewa Kántha Agency.	Native State Schools ...	157	2,988	4,368	7,356	7,610	5,449	...	...	...	3,090	51,033	...	...	54,123	7 1 9	...
	Police School	1	9	58	67	71	2	...	...	...	...	129	...	...	129	1 13 1	...
	Unaided	1	30	19	49	47	29	...	...	...	...	...	...	163	163	3 7 6	...
	Total, Day Schools ...	159	3,027	4,445	7,472	7,728	5,480	...	...	...	3,090	51,162	...	163	54,415	7 0 8	...
	Day Schools.																
Mahi Kántha Agency.	Native State Schools ...	102	1,612	2,359	3,971	5,079	3,847	...	...	...	1,038	26,281	31	...	27,400	5 6 4	...
	Unaided	4	32	62	94	80	65	...	...	...	...	...	201	170	371	4 10 2	...
	Total, Day Schools ...	106	1,644	2,421	4,065	5,159	3,912	...	...	...	1,038	26,281	232	170	27,771	5 6 2	...
	Day Schools.																
Pálanpur Agency.	Native State Schools ...	62	1,000	1,055	2,055	2,952	2,159	...	...	...	944	16,004	64	696	17,708	6 0 0	...
	Aided	5	...	78	78	138	109	...	...	...	57	36	20	100	213	1 8 8	...
	Total, Day Schools ...	67	1,000	1,133	2,133	3,090	2,268	...	...	...	1,001	16,040	84	796	17,921	5 12 2	...
	Day Schools.																
Baroda Agency.	Aided—																
	Sir J. J., Navsári ...	1	60	87	147	151	133	75	...	...	...	...	...	600	675	4 7 6	0 7 11
	Do. Gandevi ...	1	15	18	33	34	24	38	...	...	...	...	...	377	415	13 13 4	1 1 11
	Do. Bilimoria ...	1	19	34	53	56	49	33	...	...	...	...	...	357	396	7 0 10	0 10 10
	Total, Day Schools ...	3	94	139	233	241	206	151	...	...	...	...	...	1,334	1,485	6 2 7	0 10 0
	Day Schools.																
Cutch State ...	Native State Schools ...	92	1,148	2,728	3,876	4,628	3,134	...	495	...	3,903	22,556	769	945	28,668	6 3 1	...
	Aided—																
	Bhúj Mahomedan School	1	8	19	27	36	19	...	...	...	3	167	6	489	665	18 7 7	...
	Unaided Schools ...	8	133	516	649	665	435	...	...	...	373	...	150	2,834	3,357	5 3 2	...
	Total, Day Schools ...	101	1,289	3,263	4,552	5,329	3,588	...	495	...	4,279	22,723	925	4,268	32,690	6 2 2	...
	Night Schools.																
Cutch State ...	Native State Schools ...	10	13	111	124	150	85	...	...	...	138	744	28	...	910	6 1 1	...
	Total, Day and Night Schools	111	1,302	3,374	4,676	5,479	3,673	...	495	...	4,417	23,467	953	4,268	33,600	6 2 1	...
	Day Schools.																
Surat Agency.	Sachin State Schools ...	16	383	888	1,271	1,286	756	...	...	...	520	6,651	...	7	7,178	5 9 4	...
	Dharampur do. ...	21	197	441	638	690	374	...	...	...	79	3,992	...	...	4,071	5 14 5	...
	Bánsda do. ...	12	149	361	510	505	324	...	...	...	22	3,501	...	...	3,523	6 15 7	...
	Total, Day Schools ...	49	729	1,690	2,419	2,481	1,454	...	...	...	621	14,144	...	7	14,772	5 15 3	...
	Day Schools.																
Cambay ...	Native State Schools ...	27	547	985	1,532	1,597	1,110	...	...	...	1,095	7,253	...	...	8,348	5 4 6	...
	Day Schools.																
Jahwár State ...	Native State Schools ...	4	59	131	190	185	126	...	...	...	...	1,661	...	...	1,661	8 15 8	...
	Day Schools.																
Abstract, Northern Division.	Government	2	193	155	348	317	228	2,009	...	...	616	...	...	...	2,625	8 4 6	6 5 5
	Local Board	1,233	20,990	44,452	65,342	71,966	46,234	2,84,955	1,31,454	...	26,724	...	2,776	192	4,46,101	6 3 2	3 15 4
	Municipal Board	181	8,676	12,968	21,644	23,880	17,462	64,018	16,662	67,726	22,437	...	101	965	1,71,909	7 3 3	2 10 11
	Native States	494	8,092	13,374	21,466	24,603	17,281	...	495	...	10,741	1,39,061	864	1,648	1,52,809	6 3 4	...
	Aided	101	1,946	3,766	5,712	6,610	4,862	10,341	...	1,512	4,513	203	1,811	28,274	46,654	7 0 11	1 9 0
	Unaided	22	434	1,101	1,585	1,531	1,094	...	...	...	511	...	1,673	5,800	7,984	5 3 5	...
	Total, Day Schools ...	2,033	40,281	75,816	116,097	128,887	87,161	3,61,323	1,48,611	69,238	65,542	1,39,264	7,225	36,879	8,28,082	6 6 10	2 12 10
	Night Schools.																
	Municipal Board	12	21	235	256	275	164	492	75	426	25	...	...	34	1,052	3 13 2	1 12 8
	Native States	10	13	111	124	150	85	...	...	...	138	744	28	...	910	6 1 1	...
	Aided	1	22	3	25	18	11	...	...	...	...	...	...	112	112	6 3 7	...
	Unaided	1	...	18	18	19	13	...	...	...	...	...	50	...	50	2 10 1	...
	Total, Night Schools ...	24	56	367	423	462	273	492	75	426	163	744	78	146	2,124	4 9 4	1 0 7
	Total, Northern Division	2,057	40,337	76,183	116,520	129,349	87,434	3,61,815	1,48,686	69,664	65,705	1,40,008	7,303	37,025	8,30,206	6 6 8	2 12 10
	PRIMARY SCHOOLS.																
	Native States.																
	Day Schools.																
Káthiáwár ...	Agency	224	5,223	7,360	12,583	12,749	9,785	...	...	2,064	6,069	80,011	405	753	89,362	7 0 1	...
	Private	17	306	751	1,057	1,053	815	...	...	...	40	1,164	2	4,878	6,084	5 12 5	...
	State	613	16,839	23,189	40,028	41,150	31,543	...	...	...	24,323	2,34,112	422	980	2,59,837	6 5 0	...
	Police	2	8	207	215	195	51	...	...	...	...	180	...	...	180	0 14 9	...
	Total ...	856	22,376	31,507	53,883	55,147	42,194	...	...	2,064	30,432	3,15,467	829	6,611	3,55,403	6 7 1	...

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Agency	2	...	29	29	25	25	...	...	...	...	94	...	...	94	3 12 2	...
	Private	3	1	37	38	37	27	...	...	...	...	42	...	...	42	1 2 2	...
	State	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	5	1	66	67	62	52	...	...	...	...	136	...	...	136	2 3 1	...
	Aided Schools—Boys.																
	Rájkot Mission School No. I	1	17	44	61	61	47	127	...	...	25	...	...	530	682	11 2 11	2 1 4
	Do. do. No. II	1	50	108	158	160	130	201	...	...	82	...	...	685	968	6 0 10	1 4 1
Káthiáwár ...	Wadhwán Civil Station Mission School ...	1	34	31	65	88	67	...	...	304	23	...	...	856	1,183	13 7 1	...
	Mahuva No. I	1	23	107	130	116	93	...	...	...	305	118	...	...	423	3 10 4	...
	Do. No. II	1	27	151	178	170	137	...	...	...	460	260	...	...	720	4 3 9	...
	Total ...	5	151	441	592	595	474	328	...	304	895	378	...	2,071	3,976	6 10 11	0 8 8
	Schools under Chapter VI	6	90	412	502	475	399	...	...	...	727	456	...	...	1,183	2 7 10	...
	Total, Aided ...	11	241	853	1,094	1,070	873	328	...	304	1,622	834	...	2,071	5,159	4 13 1	...
	Total, Káthiáwár ...	872	22,618	32,426	55,044	56,279	43,119	328	...	2,368	32,054	3,16,437	829	8,682	3,60,698	6 6 6	0 0 1
	Southern Division.																
	Day Schools.																
	Government	1	155	55	210	198	150	1,335	...	...	178	...	...	...	1,513	7 10 3	6 12 0
	Local Board	339	7,161	14,105	21,266	20,671	15,674	69,500	29,444	...	17,652	...	178	399	1,17,083	5 10 8	3 5 10
	Municipal	43	2,070	3,479	5,549	5,291	4,073	15,020	1,336	14,840	6,756	...	45	359	38,326	7 3 11	2 13 5
	Aided—																
	Basel Mission Vernacular School, Dhárwár ...	1	24	74	98	85	61	200	...	...	67	...	...	579	846	9 15 3	2 5 8
	Do. Congregation School, Dhárwár ...	1	6	39	45	47	34	100	...	...	28	...	...	270	398	8 7 6	2 2 1
Dhárwár ...	Do. Hubli ...	1	44	128	172	174	127	200	...	...	156	...	...	579	935	5 6 0	1 2 5
	Do. Parochial, Húbli ...	1	13	38	51	54	45	130	...	...	42	...	...	374	546	10 1 9	2 6 6
	Do. Orphanage, Bettigeri ...	1	31	43	74	70	66	200	...	...	5	...	359	...	564	8 0 11	2 13 9
	Do. Boys School, Bettigeri ...	1	36	168	204	217	176	194	...	...	177	...	702	...	1,073	4 15 1	0 14 4
	Other Schools	146	999	3,161	4,160	3,990	3,303	4,633	...	...	15,529	...	122	...	20,284	5 1 4	1 2 7
	Unaided Schools	3	62	...	62	58	47	...	...	...	...	...	1,812	...	1,812	31 3 10	...
	Total ...	538	10,601	21,290	31,891	30,855	23,756	91,512	30,780	14,840	40,590	...	3,188	2,470	1,83,380	5 15 1	2 15 5
	Local Board	230	3,769	9,181	12,950	12,816	1,107	54,455	14,982	...	11,986	...	223	129	81,775	6 6 1	4 4 0
	Municipal	23	935	1,660	2,595	2,501	1,980	7,589	2,606	7,995	3,108	...	...	213	21,511	8 9 7	3 0 7
	Aided—																
	Methodist Episcopal Maráthi, Belgaum ...	1	125	189	314	322	284	309	...	...	337	...	...	384	1,030	3 3 2	0 15 4
Belgaum ...	Private, Athni No. I ...	1	71	109	180	160	137	344	...	...	285	...	...	74	703	4 6 6	2 2 5
	Do. No. II ...	1	20	64	84	94	81	240	...	...	224	...	...	14	478	5 1 4	2 8 10
	Methodist Episcopal Maráthi, Boys Bail-Hongal	1	23	41	64	70	59	100	...	...	60	...	...	152	312	4 7 4	1 6 10
	Other Schools	56	466	1,180	1,646	1,618	1,339	1,690	...	...	4,056	...	...	1,362	7,108	4 6 3	1 0 9
	Total ...	313	5,409	12,424	17,833	17,581	13,951	64,727	17,588	7,995	20,056	...	223	2,328	1,12,917	6 6 9	3 1 10
	Local Board	272	4,373	10,194	14,567	14,072	11,108	50,602	19,291	...	11,121	...	29	184	81,227	5 12 4	3 9 6
	Municipal	16	648	1,148	1,796	1,738	1,342	5,836	1,114	4,932	1,697	...	...	64	13,643	7 10 10	3 5 2
	Aided—																
	Basel Mission Kánarese, Guledgudda	1	23	93	116	102	81	150	...	...	117	...	...	406	673	6 9 7	1 7 6
Bijápur	Basel Mission Lingayet, Guledgudda	1	27	53	80	82	62	125	...	...	76	...	...	300	501	6 1 9	1 8 5
	Basel Mission Maráthi, Bijápur	1	39	166	205	210	165	320	...	...	200	...	...	772	1,292	6 2 5	1 8 5
	Other Schools	72	586	1,946	2,532	2,340	1,957	1,984	...	135	1,750	...	2,765	1,704	8,338	3 9 0	0 13 7
	Total ...	363	5,696	13,600	19,296	18,544	14,715	59,017	20,405	5,067	14,961	...	2,794	3,430	1,05,674	5 11 2	3 2 11
	Local Board	163	2,503	5,260	7,763	7,564	5,841	35,756	7,001	...	4,563	...	2	206	47,528	6 4 6	4 11 8
	Municipal	29	1,003	1,734	2,737	2,650	2,015	7,126	1,893	7,089	1,829	...	3	26	17,966	6 12 1	2 11 0
	Aided—																
	Lady of Assumption Church Kajubag, Kárwár	1	22	33	55	59	43	113	...	...	...	...	...	403	516	8 11 11	1 14 8
Kánara ...	Basel Gujarát Mission Durgakeri, Honavar ...	1	18	56	74	75	69	144	...	...	76	...	...	308	528	7 0 8	1 14 9
	Sanskrit School, Gokarn..	1	13	13	26	26	20	75	...	...	...	...	300	87	462	17 12 4	2 14 2
	Other Schools	20	90	463	553	519	397	961	...	...	1,427	...	252	222	2,862	5 8 3	1 13 8
	Total ...	215	3,649	7,559	11,208	10,893	8,385	44,175	8,894	7,089	7,895	...	557	1,252	69,862	6 6 7	4 0 11

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Ratnágiri ...	Local Board	214	5,048	7,937	12,985	13,000	9,479	55,665	1,835	...	11,012	...	16	211	68,789	5 4 8	4 4 6
	Municipal	14	884	741	1,625	1,854	1,363	5,047	719	4,541	2,163	...	...	7	12,477	6 11 8	2 11 7
	Aided—																
	Málvan Medha	1	25	55	80	102	62	170	...	...	171	...	...	259	600	5 14 1	1 10 8
	Deobag Primary	1	57	64	121	332	112	200	...	...	279	...	...	450	929	7 0 7	1 8 3
	Iarkarli do. ...	1	31	49	80	69	60	120	...	...	125	...	...	359	604	8 12 1	1 11 10
	Other Schools	75	697	2,087	2,784	2,911	2,303	4,253	...	...	4,758	...	...	1,428	10,439	3 9 1	1 7 5
	Unaided	5	19	176	195	167	101	...	...	...	...	...	...	992	992	5 15 1	...
	Total ...	311	6,761	11,109	17,870	18,235	13,480	65,455	2,604	4,541	18,508	...	16	3,706	94,830	5 3 2	3 9 5
Kolába ...	Local Board	175	2,328	5,023	7,351	7,431	5,123	37,034	12,823	...	5,700	...	18	46	55,621	7 7 9	4 15 9
	Municipal	16	485	616	1,101	1,781	1,302	6,479	3,679	3,054	1,852	...	...	149	15,213	8 8 8	3 10 2
	Aided—																
	Private Maráthi, Mahád.	1	closed	on account of plague.		70	49	126	...	50	101	...	208	...	485	6 14 10	1 12 10
	Other Schools	20	140	506	646	687	504	1,102	500	...	1,158	...	392	1,447	4,599	6 11 1	1 9 8
	Total ...	212	2,953	6,145	9,098	9,969	6,978	44,741	17,002	3,104	8,811	...	618	1,642	75,918	7 9 10	4 7 9
	Native States.																
Kolhápur ...	Kolhapur	174	2,835	5,417	8,252	8,605	6,770	...	1,106	...	6,146	51,977	...	...	59,229	6 14 2	...
	Aided	81	550	1,781	2,331	2,361	2,016	...	...	...	1,581	4,297	...	14	5,892	2 7 11	...
	Total ...	255	3,385	7,198	10,583	10,966	8,786	...	1,106	...	7,727	56,274	...	14	65,121	5 15 0	...
Southern Maratha Agency.	Sángli	69	1,484	3,219	4,703	4,725	3,554	...	16,764	617	2,135	9,885	...	41	29,442	6 3 8	...
	Do. Aided.	1	3	38	41	36	30	...	...	...	65	29	...	...	94	2 9 9	...
	Total ...	70	1,487	3,257	4,744	4,761	3,584	...	16,764	617	2,200	9,914	...	41	29,536	6 3 3	...
	Kurundwad	19	177	674	851	1,001	770	...	...	...	535	3,578	4	7	4,124	4 1 11	...
	Aided	1	...	25	25	25	23	...	...	...	...	30	...	...	30	1 3 2	...
	Total ...	20	177	699	876	1,026	793	...	...	...	535	3,608	4	7	4,154	4 0 9	...
	Mudhol	20	307	763	1,070	1,042	821	...	3,698	...	634	1,145	...	...	5,477	5 4 1	...
	Miraj	56	876	2,252	3,128	3,001	2,340	...	...	...	1,523	16,749	...	...	18,272	6 1 5	...
	Aided	1	8	23	31	26	22	...	...	...	67	25	...	...	92	3 8 7	...
	Total ...	57	884	2,275	3,159	3,027	2,362	...	...	...	1,590	16,774	...	...	18,364	6 1 1	...
	Jámkhandi	44	714	1,849	2,563	2,473	2,029	...	...	...	1,289	8,933	...	...	10,222	4 2 2	...
	Jath	18	176	398	574	465	453	...	3,000	...	248	720	...	...	3,968	8 8 6	...
	Daphlápur	3	25	89	114	109	92	...	395	...	10	...	...	...	405	3 11 5	...
	Rámdurga	16	275	728	1,003	956	743	...	1,413	912	551	1,606	...	...	4482	4 11 0	...
Dhárwár Agency.	Savanúr	11	209	424	633	608	497	...	981	75	451	2,073	...	...	3,580	5 14 3	...
	Aided	1	3	14	17	19	14	...	...	...	60	18	...	...	78	4 1 8	...
	Total ...	12	212	438	650	627	511	...	981	75	511	2,091	...	...	3,658	5 13 4	...
Kolába Agency	Janjira	45	516	1,970	2,486	2,389	1,648	...	2,960	...	916	7,904	...	11	11,791	4 1 9	...
	Aided	2	2	52	54	55	43	...	...	...	35	78	105	21	239	4 5 6	...
	Total ...	47	518	2,022	2,540	2,444	1,691	...	2,960	...	951	7,982	105	32	12,030	4 14 9	...
Sávantvádi Agency.	Sávantvádi	43	1,374	1,963	3,337	3,187	2,461	...	...	...	2,591	12,796	...	21	15,408	4 13 4	...
	Aided	39	471	1,040	1,511	1,381	1,166	...	...	...	1,986	839	...	...	2,825	2 0 9	...
	Total ...	82	1,845	3,003	4,848	4,568	3,627	...	...	...	4,577	13,635	...	21	18,233	3 15 10	...
	Grand Total ...	644	10,005	22,719	32,724	32,464	25,492	...	30,317	1,604	20,823	1,22,682	109	115	1,75,650	5 6 7	...
	Police Schools.																
	In British Districts.																
Dhárwár ...	Police Schools, Dhárwár...	2	5	19	24	23	17	252	...	...	...	...	...	...	252	10 15 4	10 15 4
	In Native States.																
Sávantvádi Agency.	Police School, Sávantvádi.	1	16	43	59	52	36	...	...	...	53	32	...	...	85	1 10 2	...
Southern Maratha Agency.	Police School, Sángli ...	Information included in Vernacular Schools.						...	...	...	...	...	...	...	...	...	...
	Total, Native States ...	1	16	43	59	52	36	...	...	...	53	32	...	...	85	1 10 2	...
	Grand Total ...	3	21	62	83	75	53	252	...	...	53	32	...	...	337	4 7 11	3 5 9

SUBSIDIARY FORM No. 4—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Abstract for the Southern Division.	Government	1	155	55	210	198	150	1,335	...	...	178	...	...	...	1,513	7 10 3	6 12 0
	Local Board	1,393	25,182	51,700	76,882	75,554	57,296	3,03,012	85,426	...	62,034	...	466	1,085	4,52,023	5 15 9	4 0 2
	Municipal	141	6,025	9,378	15,403	15,815	12,075	47,097	11,347	42,451	17,405	...	18	818	1,19,176	7 8 6	2 15 8
	Native States	518	8 968	19,746	28,714	28,561	22,178	...	30,317	1,604	17,029	1,17,366	4	80	1,66,400	5 13 3	...
	Aided	535	4,663	13,791	18,454	18,183	14,910	18,183	500	185	34,998	5,316	5,205	11,966	76,355	4 3 2	1 0 0
	Unaided	8	81	176	257	225	148	...	...	...	...	...	1,812	992	2,804	12 7 5	...
	Police Schools	3	21	62	83	75	53	252	...	...	53	32	...	...	337	4 7 11	3 5 9
	Total, Day Schools in the Southern Division ...	2,599	45,095	94,908	140,003	138,616	106,810	3,69,879	1,27,590	44,240	1,31,697	1,22,714	7,505	14,943	8,18,568	5 14 6	2 10 8
	Night Schools.																
	In British Districts—																
Kolába ...	Kolába District	3	6	49	55	53	34	...	180	...	...	...	...	...	180	3 6 4	...
Kolhápur ...	Kolhápur	5	19	107	126	118	72	...	...	...	5	313	...	...	318	2 11 1	...
Southern Maratha Agency.	Mudhol	1	...	34	34	33	17	...	75	...	...	45	...	...	120	3 10 2	...
	Sángli	10	27	337	364	348	211	...	...	...	...	637	...	...	637	1 13 3	...
	Miraj	2	3	31	34	39	21	...	...	...	...	179	...	...	179	4 9 4	...
	Total, Native States ...	18	49	509	558	538	321	...	75	..	5	1,174	...	...	1,254	2 5 4	...
	Total, Night Schools, Southern Division	21	55	558	613	591	355	355	255	...	5	1,174	...	...	1,434	2 6 10	...
	Day Schools	2,599	45,095	94,908	140,003	138,616	106,810	3,69,879	1,27,590	44,240	1,31,697	1,22,714	7,505	14,943	8,18,568	5 14 6	2 10 8
	Night Schools	21	55	558	613	591	355	...	255	...	5	1,174	...	...	1,434	2 6 10	...
	Total, Southern Division...	2,620	45,150	95,466	140,616	139,207	107,165	3,69,879	1,27,845	44,240	1,31,702	1,23,888	7,505	14,943	8,20,002	5 14 3	2 10 8
	Sind.																
	Day Schools.																
	Government	1	14	63	77	75	58	1,049	...	...	51	...	...	...	1,100	14 10 8	13 15 9
	Local Board	67	667	1,698	2,365	2,307	1,645	19,506	6,200	...	489	...	...	8	26,203	11 5 9	8 7 3
	Municipal	15	540	1,097	1,637	1,645	1,223	9,101	811	13,514	2,298	...	...	130	25,854	15 11 6	5 8 6
	Aided—																
	Hindu Sudhar School, Karáchi	1	5	81	86	85	72	296	...	60	493	...	...	144	993	11 10 11	3 7 9
	Parsi Virbaiji School ...	1	58	63	121	128	113	605	...	350	792	...	423	600	2,770	21 10 9	4 11 8
	Sind Madressah	1	95	128	223	242	160	656	3,665	...	472	...	...	...	4,793	19 12 11	2 11 4
	Rustomji P. Rabadi Sadar Bazar School	1	62	109	171	164	131	900	...	460	674	...	...	1,064	3,098	18 14 3	5 7 10
	Rustomji Ramaswami, Garrikhata	1	38	75	113	112	97	300	...	115	339	...	...	677	1,431	12 12 5	2 10 10
	Church Mission School ...	1	98	150	248	246	197	1,246	...	...	831	...	298	1,914	4,288	17 6 1	5 1 0
Karáchi ...	Jasraj Nagar School ...	1	49	169	218	200	177	581	...	240	751	...	...	378	1,950	9 12 0	2 14 6
	Narotamdas Kharadar ...	1	2	64	66	119	90	250	...	220	172	...	...	172	814	6 13 5	2 1 7
	Hariram Ramchand ...	1	29	45	74	72	48	325	...	240	128	...	...	566	1,259	17 7 9	4 8 3
	Rupchand Goverdhandas...	1	85	179	264	231	208	398	...	300	646	...	...	451	1,795	7 12 4	1 11 7
	Karsandas Pragji	1	50	123	173	189	154	500	...	229	588	...	...	443	1,760	9 5 0	2 10 4
	Sanatan Dharm School ...	1	32	84	116	107	72	350	...	240	291	...	...	508	1,389	12 15 8	3 4 4
	Waman Kashinath School, Kiamari... ...	1	18	44	62	64	64	239	...	220	98	...	231	...	788	12 5 0	3 11 9
	Desh Sudhar School ...	1	35	96	131	121	79	193	...	210	230	...	407	69	1,109	9 2 8	1 9 6
	Ajit Kumar School ...	1	10	50	60	58	42	185	...	60	163	...	...	463	871	15 0 3	3 3 0
	Memon Community School, Sadar Bazár ...	1	22	128	150	160	109	574	...	200	...	...	531	597	1,892	11 13 2	3 9 5
	Husein Madressah ...	1	30	118	148	138	106	335	...	167	53	...	883	...	1,438	10 6 9	2 6 10
	Other Schools	59	...	1,862	1,852	1,785	1,164	1,566	...	...	...	...	...	4,392	5,958	3 5 5	0 14 0
	Unaided Unrecognised.																
	Lalji Ramji, Joria Bazár...	1	16	90	106	79	62	...	...	...	177	...	...	374	551	6 15 7	...
	Total ...	160	1,955	6,506	8,461	8,327	6,471	39,154	10,676	16,825	9,736	...	2,763	12,950	92,104	11 1 4	4 11 3
	Day Schools.																
	Government	1	78	98	176	167	132	1,598	...	...	532	...	...	...	2,130	12 12 1	9 9 1
	Local Board	153	2,537	4,058	6,595	6,583	4,965	41,550	33,484	...	2,162	...	...	244	77,580	11 12 7	6 5 0
	Municipal	14	701	1,432	2,133	2,125	1,534	8,344	117	12,189	1,247	...	...	183	22,111	10 6 6	3 15 2
	Aided—																
	Church Mission Society's Vernacular School ...	1	32	70	102	108	82	386	...	...	280	...	...	1,560	2,226	20 9 9	3 9 2
	Hopeful School	1	46	77	123	125	94	652	...	60	...	...	1,220	296	2,228	17 13 2	5 3 5
	Navalrai Hiranand Academy, Branch No. 1 ...	1	69	102	171	174	147	756	...	...	1,040	...	685	...	2,481	14 4 2	4 5 6
	Navalrai Hiranand Academy, Branch No. 2 ...	1	76	114	190	178	152	631	...	...	1,020	...	541	...	2,242	12 9 6	3 13 3
Hyderabad ...	Navalrai Hiranand Academy, Branch No. 3 ...	1	37	75	112	118	94	435	...	...	702	...	600	268	2,005	16 15 10	3 11 0
	Nava Vidyálaya, Branch No. 1	1	60	119	179	181	147	673	...	...	991	...	900	68	2,632	14 8 8	3 9 9
	Nava Vidyálaya, Branch No. 2	1	56	101	157	156	134	728	...	...	854	...	751	...	2,333	14 15 3	4 10 8
	Nava Vidyálaya, Branch No. 3.	1	66	95	161	171	142	728	...	...	1,016	...	900	7	2,453	14 5 6	3 1 5
	Nava Vidyálaya, Branch No. 4	1	51	105	156	133	105	592	...	...	721	...	900	63	2,276	17 1 10	4 7 3
	Other Schools	121	399	3,095	3,494	3,405	2,850	3,073	...	...	...	...	...	9,312	12,405	3 10 3	0 14 5
	Total ...	248	4,208	9,541	13,749	13,624	10,508	6,016	33,601	12,249	10,667	...	6,497	12,081	1,35,102	9 14 8	4 6 6
	Day Schools.																
Thar and Párkar.	Local Board	61	840	1,532	2,372	2,332	1,802	11,321	18,802	...	46	...	...	7	30,176	12 15 0	4 13 8
	Municipal	2	114	137	251	249	190	1,101	300	1,407	57	...	...	25	2,890	11 9 8	4 6 9
	Aided (others)	18	21	400	421	401	366	316	...	...	...	...	...	780	1,096	2 11 9	0 12 7
	Total ...	81	975	2,069	3,044	2,982	2,358	12,738	9,102	1,407	103	...	...	812	34,162	11 7 4	4 4 4
	Day Schools.																
	Local Board	100	1,483	2,788	4,671	4,782	3,479	27,706	16,830	...	1,255	...	...	41	45,832	9 9 4	5 12 8
	Municipal	12	1,045	1,709	2,754	2,770	2,060	12,914	373	16,638	3,462	...	...	297	31,984	11 8 9	4 5 5
	Aided.																
Sukkur ...	Anjuman-i-Islam, Sukkur.	1	26	48	74	118	87	150	...	360	230	...	177	...	917	7 1.. 4	1 4 4
	Hopeful Academy, Shikárpur	1	36	78	114	113	93	264	...	...	200	...	550	469	1,683	14 14 4	4 1 8
	Other Schools	127	381	4,395	4,776	4,775	3,859	3,024	...	...	...	...	...	27,553	30,577	6 6 5	0 10 1
	Total ...	246	3,371	9,018	12,389	12,578	9,518	43,258	17,203	16,398	4,947	...	727	28,360	1,10,993	8 13 4	3 7 2

SUBSIDIARY FORM No. 4—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Stage.					Provincial Revenues.	Local Cess.	Municipal Funds	Fees.	Revenue of Native States.	Subscriptions.	Endowments and all other sources.	Total.	Total Cost.	Cost to Government.
			Upper Stage.	Lower Stage.	Total.												
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SIND—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Upper Sind Frontier District.	Local Board	52	767	1,017	1,784	1,794	1,286	11,154	15,399	...	...	...	...	68	26,621	14 13 5	6 3 6
	Municipal	2	67	121	188	177	133	783	...	1,060	180	...	...	...	2,023	15 15 2	5 8 10
	Aided (others)	27	72	722	794	810	635	641	...	...	...	...	...	3,820	4,501	5 8 11	0 12 8
	Total ...	81	906	1,860	2,766	2,781	2,054	12,778	15,399	1,060	180	...	...	3,928	33,345	12 3 4	4 9 6
	Day Schools.																
Lárkhána ...	Local Board	136	2,299	3,655	5,954	5,942	4,562	35,416	26,805	...	1,545	...	...	60	63,826	10 11 10	5 15 4
	Municipal	6	407	671	1,078	1,062	799	4,972	397	7,574	1,042	...	...	1	13,986	13 2 9	4 10 11
	Aided.																
	Lárkhána Madressah ...	1	7	12	19	20	8	315	1,130	165	4	...	...	...	1,614	80 11 2	15 12 0
	Aided (others)	212	625	6,001	6,626	6,581	5,825	5,695	...	...	...	...	...	31,766	37,461	5 11 1	0 13 10
	Total ...	355	3,388	10,339	13,677	13,605	11,194	46,398	28,332	7,739	2,591	...	...	31,827	1,16,887	8 9 6	3 6 7
	NATIVE STATES.																
	Day Schools.																
Khairpur State.	Khairpur State ...	59	559	1,559	2,118	2,029	1,444	...	...	...	...	15,152	...	...	15,152	7 7 6	...
	Aided.																
	Vernacular School, Bhurgiri	1	13	21	34	33	28	...	...	...	...	1,399	...	...	1,399	1 14 3	...
	Others (aided)	32	19	1,013	1,032	707	598										
	Total ...	92	591	2,613	3,234	2,769	2,070	...	...	...	...	16,551	...	...	16,551	5 15 8	...
	Day Schools.																
Abstract, Sind Division.	Government	2	92	161	253	242	190	2,647	...	...	583	...	...	...	3,230	13 5 7	10 15 0
	Local Board	569	8,993	14,748	23,741	23,740	17,629	1,46,653	1,17,520	...	5,597	...	...	468	2,70,238	11 6 2	6 2 10
	Municipal	56	2,874	5,167	8,041	8,028	5,879	36,565	1,998	52,373	8,086	...	...	636	99,648	12 6 7	4 8 10
	Native States	59	569	1,559	2,118	2,029	1,444	...	...	...	...	15,152	...	...	15,152	7 7 6	...
	Aided	626	2,810	20,251	23,061	22,558	18,969	28,587	4,795	3,896	13,781	1,399	9,987	88,480	1,50,925	6 11 1	1 4 3
	Unaided	1	16	90	106	79	62	...	...	...	177	...	...	374	551	6 15 7	...
	Total ...	1,313	15,344	41,976	57,320	56,676	44,173	2,14,442	1,24,313	56,269	28,224	16,551	9,987	89,958	5,39,741	9 8 4	3 12 6
	Night Schools.																
Karáchi ...	Municipal	2	15	43	58	66	31	238	24	314	...	...	...	...	576	8 11 8	3 9 8
	Aided (Indigenous)—																
	Within Local Board area .	2	...	56	56	51	47	30	...	...	...	...	...	110	140	2 11 11	0 9 5
	Within Municipal limits .	1	...	41	41	41	36	46	...	...	...	...	...	90	135	3 4 8	1 1 7
	Total ...	5	15	140	155	158	114	313	24	314	...	...	...	2 0	851	5 6 2	1 15 8
	Night Schools.																
Hyderabad ...	Municipal	1	16	16	32	29	20	80	...	80	...	...	...	...	160	5 8 3	2 12 2
	Total ...	1	16	16	32	29	20	80	...	80	...	...	...	...	160	5 8 3	2 12 2
	Night Schools.																
Tharad Párkar.	Local Board	1	...	18	18	20	17	33	33	...	...	...	...	...	66	3 4 10	1 10 5
	Total ...	1	...	18	18	20	17	33	33	...	...	...	...	...	66	3 4 10	1 10 5
	Night Schools.																
Sukkur ...	Municipal	2	22	50	72	76	55	106	4	83	...	...	...	...	193	2 8 8	1 6 4
	Total ...	2	22	50	72	76	55	106	4	83	...	...	...	...	193	2 8 8	1 6 4
	Night Schools.																
Lárkhána ...	Municipal	2	...	46	46	45	29	60	11	38	...	...	...	...	109	2 6 9	1 5 4
	Aided	25	149	493	642	600	531	669	...	...	...	...	...	3,508	4,177	6 15 5	1 1 10
	Total ...	27	149	539	688	645	560	729	11	38	...	...	...	3,508	4,286	6 1 4	1 2 1
Upper Sind Frontier.	*Night Schools.*																
	Municipal	1	...	25	25	29	17	31	...	89	...	...	...	...	120	4 2 2	1 1 1
	Aided	1	5	18	23	27	20	...	...	...	...	...	...	84	84	3 1 9	...
	Total ...	2	5	43	48	56	37	31	...	89	...	...	...	84	204	3 10 3	0 8 10
	Night Schools.																
Abstract ...	Local Board	1	...	18	18	20	17	33	33	...	...	...	...	...	66	3 4 10	1 10 5
	Municipal	8	53	180	233	245	152	515	39	604	...	...	...	...	1,158	4 11 7	2 1 8
	Aided (others)	29	154	608	762	719	634	744	...	...	...	...	...	3,792	4,536	6 4 11	1 0 7
	Total ...	38	207	806	1,013	984	803	1,292	72	604	...	...	...	3,792	5,760	5 13 8	1 5 9
	TOTAL, SIND DIVISION ...	1,351	16,551	42,782	58,333	57,660	44,976	2,15,734	1,24,385	56 873	28,224	16,551	9,987	93,750	5,45,504	9 7 4	3 11 10
	Day Schools. "*Government.*"																
Aden ...	Residency Arabic Schools.	3	31	206	237	198	180	480	...	2,162	...	...	...	...	2,642	13 5 6	2 6 9
	"*Aided.*"																
	Madrasah Islamiah Teaching School.	1	8	36	44	42	40	15	...	...	...	...	961	...	976	23 3 1	0 5 9
	Gujráti do. ...	2	24	54	78	67	65	40	...	...	972	...	...	51	1,063	15 13 1	0 9 7
	Koran do. ...	8	25	275	300	230	228	125	...	...	...	...	...	...	125	0 6 11	0 6 11
	Jewish Towrah do. ...	1	20	178	198	189	187	18	...	...	...	...	...	...	18	0 1 6	0 1 6
	"*Unaided*"																
	Madrasah Islamiah Branch School	1	...	49	49	43	40	...	...	...	...	...	...	...	...	...	...
	Jewish Towrah Teaching School	1	...	49	48	42	39	...	...	...	...	...	...	...	...	...	...
	Koran Teaching Schools .	14	...	417	417	389	373	...	...	...	...	...	...	...	...	...	...
	Total, Aden ...	31	108	1,263	1,371	1,251	1,212	678	...	2,162	972	...	961	51	4,824	3 13 8	0 8 3
	GRAND TOTAL ...	9,485	1,65,313	3,51,406	5,16,719	5,33,742	3,95,329	14,30,210	5,74,771	3,67,410	3,86,036	6,03,013	85,272	2,54,719	36,86,511	6 14 6	2 10 19

SUBSIDIARY FORM No. 5.

Statistical Return of Primary Schools (Vernacular) for Girls for the official year 1906-1907.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Central Division.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Bombay	Municipal	22	338	1,318	1,656	1,873	1,225	14,134	...	25,241	...	...	...	...	39,375	21 0 4	7 8 9
	Aided Schools.																
	Sir J. J. School, Fort	1	145	133	278	287	211	337	...	...	171	...	400	1,747	2,705	10 2 1	1 7 2
	Do. Dhobitalao School	1	72	87	159	142	106	387	...	...	69	...	400	2,006	2,862	20 2 6	2 11 7
	Do. Mumbádevi do.	1	50	46	96	92	70	587	...	...	25	...	400	1,901	2,713	29 7 10	4 3 4
	Bai Bhicaiji Bengalli do.	1	214	90	304	317	254	...	...	...	3,970	...	...	165	4,135	13 0 8	...
	Bene Israel Girls School, Khadak	1	11	48	59	63	43	105	...	85	35	...	...	1,009	1,234	19 9 5	1 10 8
	Barnell do. Mazgaon	1	3	50	53	50	29	60	...	40	11	...	400	248	759	15 2 11	1 3 2
	C. M. Society Girls School, Girgaum	1	35	94	129	175	110	250	...	200	166	...	1,751	1	2,368	13 8 6	1 6 10
	F. C. M. Girls School, Amroli	1	53	109	162	162	114	280	...	245	488	...	...	1,647	2,660	16 6 9	1 11 8
	Do. Girgaum	1	40	104	144	115	90	225	...	200	294	...	...	2,099	2,818	23 14 1	1 14 6
	Do. Gowália Tank Road	1	19	58	77	73	53	150	...	120	147	...	...	1,450	1,867	25 9 2	2 0 11
	Indian Female Normal School, Umarkhádi	1	13	40	53	61	38	150	...	120	50	...	...	947	1,267	20 12 4	2 7 4
	Israelite Girls School, Mázgaon	1	19	63	82	76	50	110	...	90	...	...	763	358	1,321	17 6 1	1 7 2
	A. M. Girls School, Parel	1	7	64	71	75	43	74	...	58	15	...	500	332	979	13 0 10	0 15 9
	Do. do. Seven Roads	1	12	39	51	61	43	100	...	75	27	...	500	545	1,247	20 7 1	1 10 3
	S. L. and S. Society's Bhagvandas Purshottamdas Girls School	1	31	72	103	99	71	185	...	155	207	...	132	494	1,173	11 13 7	1 13 11
	Do. Bhau Dáji Girls School	1	5	45	50	50	28	90	...	80	45	...	132	248	595	11 14 5	1 12 10
	Do. Jagannath Shankarshet Girls School	1	49	79	128	143	104	260	...	215	298	...	132	464	1,369	9 9 2	1 13 1
	S. P. G. Mission Girls School, New Wadi	1	26	77	103	95	82	200	...	157	42	...	...	1,263	1,662	17 7 11	2 1 8
	St. Andrew's Girls School, Mázgaon	1	28	125	153	135	96	220	...	180	182	...	250	1,320	2,152	15 15 1	1 10 1
	Alexandra Girls School	1	12	52	64	61	50	219	...	176	2,477	...	475	1,828	5,175	84 13 5	3 9 5
	Britannia do.	1	30	40	70	73	50	275	...	184	751	...	...	325	1,535	21 0 5	3 12 3
	Fort Zoroastrian School	1	34	51	85	86	74	197	...	158	740	...	99	366	1,560	18 2 8	2 4 8
	Gokuldas Tejpal do.	1	70	144	214	215	134	450	...	370	...	...	...	2,952	3,772	17 8 8	2 1 6
	Khetwádi Zarthoshti School	1	43	67	110	117	91	203	...	162	783	...	...	670	1,674	14 4 11	1 11 9
	Miss Bennett's do.	1	27	34	61	62	44	111	...	89	573	...	...	79	852	13 11 10	1 12 8
	Merwanji Sethna's do.	1	16	47	63	57	46	144	...	116	281	...	...	600	1,141	20 0 3	2 8 5
	Sir C. J. Readymoney do.	1	55	89	144	133	110	166	...	134	892	...	...	...	1,192	8 15 5	1 3 11
	Sir Mangaldas do.	1	24	86	110	101	58	260	...	210	117	...	...	1,637	2,224	22 0 4	2 9 2
	Young Ladies Girls do.	1	39	43	82	79	64	353	...	282	1,332	...	...	27	1,994	25 3 10	4 7 6
	Other Schools	2	36	116	152	161	95	92	...	73	22	...	195	1,335	1,717	10 10 8	0 9 2
	Total, Aided Schools	31	1,218	2,192	3,410	3,399	2,451	6,090	...	3,974	14,066	...	6,529	28,063	58,722	17 4 5	1 12 8
	Unaided	7	557	649	1,206	1,188	862	...	...	...	10,359	...	675	8,783	19,817	16 10 11	...
	Total	60	2,113	4,159	6,272	6,460	4,538	20,224	...	29,215	24,425	...	7,204	36,846	1,17,914	18 4 1	3 2 1
Poona	Government	1	45	161	206	218	161	1,594	30	...	200	...	...	85	1,909	8 12 1	7 5 0
	Local Board	2	21	107	128	124	71	946	...	...	...	...	...	...	946	7 10 1	7 10 1
	Municipal	17	114	1,014	1,128	1,173	704	3,252	216	6,423	1	...	...	244	10,136	8 10 3	2 12 4
	Poona Agency	1	3	42	45	46	25	...	272	...	...	...	...	...	272	5 14 7	...
	Aided.																
	Vernacular portion of Zoroastrian Girls H. School, Elphinstone Road, Poona	1	30	93	123	98	80	482	...	...	784	...	175	179	1,620	16 8 6	4 14 8
	Vernacular portion of Z. M. Girls A.-V. School, Kamatipura, Poona	1	10	130	140	108	77	423	...	...	...	...	949	...	1,372	12 11 3	3 14 8
	Vernacular portion of Z. M. Girls A.-V. Civil Lines, Poona	1	29	108	137	146	106	494	...	...	...	...	1,058	...	1,552	10 10 1	3 6 2
	Z. M. Girls Vetál Peth, Poona	1	11	83	94	100	51	406	...	...	...	...	1,193	...	1,599	15 15 10	4 1 0
	Do. Kasba do.	1	25	113	138	153	87	558	...	...	...	...	1,243	1	1,802	11 12 5	3 10 4
	Do. Sadáshiv Peth, Poona	1	7	65	72	80	49	407	...	...	...	...	945	...	1,352	16 14 5	5 1 5
	Do. Shanwár do. do.	1	13	56	69	80	45	128	...	...	...	...	976	...	1,104	13 12 10	1 9 7
	Do. Nana's do. do.	1	5	86	91	105	49	299	...	...	...	...	773	...	1,072	10 1 10	2 13 2
	Do. Blind School, Civil Lines.	1	6	2	8	8	6	200	...	...	...	...	526	...	726	90 12 0	25 0 0
	Vernacular portion of F. C. M. Camp Orphanage Girls A.-V. School, Poona	1	10	51	61	58	35	333	...	...	...	...	...	1,525	1,858	32 0 7	5 11 10
	F. C. M. Bene Israel Girls, Raste's Peth	1	15	77	92	109	75	430	...	...	...	...	...	1,424	1,854	17 0 2	3 15 1
	F. C. M. Girls School, A'ditwár Peth	1	18	85	93	95	55	286	...	...	...	...	...	1,760	2,046	21 8 7	3 0 2
	St. Hilda's Girls P. School, Panch Howds	1	36	66	102	101	86	819	...	...	312	...	693	1,614	3,438	34 0 8	8 1 9
	Anjuman-i-Islám Girls School, Main Street	1	13	46	59	48	41	130	...	...	...	...	...	850	980	20 6 8	2 11 4
	A. M. Beverly Girls School, Sirúr	1	42	44	86	111	89	550	...	...	...	...	...	1,372	1,922	17 5 1	4 15 3
	Ver. portion of M. E. M. Girls A.-V. School, Talegaon Dabhade	1	14	46	60	61	50	252	...	...	9	...	...	995	1,256	20 9 5	4 2 1
	Other Schools	7	11	190	201	231	138	405	...	60	...	...	724	2,996	4,185	18 1 10	1 12 1
	Total, Aided Schools	23	285	1,341	1,626	1,693	1,119	6,602	...	60	1,105	...	9,255	12,716	29,738	17 9 1	3 14 5
	Total	44	468	2,665	3,133	3,254	2,080	12,394	518	6,483	1,306	...	9,255	13,045	43,001	13 3 5	3 12 11
Satára	Local Board	12	24	290	314	425	286	3,370	...	...	...	...	...	...	3,370	7 14 10	7 14 10
	Municipal	8	72	462	534	543	319	1,574	271	1,358	...	...	...	...	3,203	5 14 5	2 14 5
	Sátára Agency	3	21	126	147	152	96	...	...	...	...	685	...	...	685	4 8 1	...
	Aided.																
	Salvation Army Girls School	1	20	29	49	51	46	276	...	...	...	...	...	1,037	1,313	25 11 11	5 6 7
	A. M. School, Wái, No. I	1	1	45	46	37	17	233	...	...	...	...	...	535	768	20 12 1	6 3 11
	Do. No. II	1	...	40	40	25	11	123	...	...	...	...	...	423	546	21 13 5	4 14 9
	Other Schools	1	1	16	17	16	8	25	...	...	...	...	...	458	483	30 3 0	1 9 0
	Total, Aided Schools	4	22	130	152	129	82	657	...	...	...	...	...	2,453	3,110	24 1 9	5 1 6
	Total	27	139	1,008	1,147	1,249	783	5,601	271	1,358	...	685	...	2,453	10,368	8 4 10	4 7 9

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average Monthly Number.	Average Daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Sholápur ...	Local Board	5	18	192	210	205	144	1,636	...	...	...	...	...	...	1,636	7 15 8	7 15 8
	Municipal	10	110	741	851	811	488	1,914	55	4,039	4	...	...	2	6,014	7 6 8	2 5 9
	Akalkot State	1	5	77	82	67	32	...	377	...	...	...	...	...	377	5 10 0	...
	Aided.																
	A. M. Woronoco Sholápur	1	71	32	103	107	96	476	...	...	4	...	1,334	...	1,814	16 15 3	4 7 2
	Christian Orphanage, Sholápur ...	1	26	8	34	38	35	262	...	...	...	...	465	...	727	19 2 1	6 14 4
	A.M. Josephine Kindergarten, Sholápur	1	...	38	38	32	26	132	...	...	...	...	1,211	...	1,343	41 15 6	4 2 0
	Other Schools	4	6	140	146	137	93	182	...	...	...	...	1,042	...	1,224	8 14 11	1 5 3
	Total, Aided Schools ...	7	103	218	321	314	250	1,052	...	...	4	...	4,052	...	5,108	16 4 3	3 5 7
	Total ...	23	236	1,228	1,464	1,397	914	4,602	432	4,039	9	...	4,052	2	13,135	9 6 5	3 4 8
Ahmednagar	Local Board	10	41	474	515	508	269	3,786	...	...	...	...	...	...	3,786	7 7 3	7 7 3
	Municipal	6	71	452	523	541	304	1,199	136	2,360	...	...	...	...	3,695	6 13 3	2 3 6
	Aided.																
	A. M. Girls' School, Vadála	1	39	49	88	101	94	279	...	...	...	...	...	612	891	8 13 2	2 12 2
	Do. Ráhuri	1	37	34	71	91	84	170	...	...	...	...	...	479	649	7 2 1	1 13 11
	S. P. G Sonái	1	9	20	29	28	27	100	..	...	...	...	...	351	451	16 1 9	3 9 2
	A. M. Girls' School, Saliváda	1	2	64	66	69	44	125	...	...	...	...	...	904	1,029	14 14 7	1 13 0
	Do. Juna Bazár ...	1	11	77	88	90	54	196	...	...	....	...	...	990	1,186	13 2 10	2 2 10
	Do. Máliváda ...	1	16	40	56	57	46	335	...	...	...	...	...	812	1,147	20 2 0	5 14 0
	S. P. G. M. Girls School, Nagar ...	1	117	38	155	157	152	1,518	...	...	...	...	...	5,899	7,417	47 3 10	9 10 8
	A. M. Vernacular Girls School, Nagar.	1	124	76	200	240	210	1,578	...	...	1,000	...	...	3,007	5,585	23 4 4	6 9 2
	Other Schools	5	24	173	197	179	135	211	...	...	...	...	204	2,420	2,835	16 6 2	1 3 6
	Total, Aided Schools ...	13	379	571	950	1,006	840	4,512	...	...	1,000	...	204	15,474	21,180	21 1 0	4 7 9
	Unaided	1	...	14	14	13	9	...	...	...	...	...	...	70	70	5 6 2	...
	Total ...	30	491	1,511	2,002	2,068	1,422	9,497	136	2,360	1,000	...	204	15,544	28,741	13 14 4	4 9 6
Nasik ...	Local Board	9	9	388	397	390	241	2,504	...	...	...	...	...	...	2,504	6 6 9	6 6 9
	Municipal	10	64	534	598	571	398	1,569	142	2,246	...	...	...	93	3,990	6 15 10	2 10 3
	Aided.																
	C. M. S. Girls School, Sharanpur ...	1	40	43	83	89	86	400	...	...	...	...	...	1,018	1,418	15 14 11	4 7 11
	Z. B. and M. M. Girls School, Manmád .	1	86	54	140	133	112	583	...	...	...	...	...	4,011	4,594	34 8 8	4 6 2
	C. M. S. Girls School, Camp Málegaon .	1	1	25	26	27	14	100	...	...	...	...	...	150	250	9 4 2	3 11 3
	C. M. S. Girls School, Igatpuri ...	1	5	24	29	29	18	100	...	...	...	...	...	261	361	12 7 2	3 7 2
	Z. M. S. Girls, A'ditwár Peth, Násik ...	1	3	23	26	27	16	129	...	...	...	...	...	526	654	24 3 7	4 11 10
	Other Schools	4	9	152	161	148	91	246	...	...	...	...	...	1,393	1,639	11 1 2	1 10 7
	Total, Aided Schools ...	9	144	321	465	453	336	1,557	...	...	...	...	...	7,359	8,916	19 10 11	3 7 0
	Total ...	28	217	1,243	1,460	1,414	975	5,570	142	2,246	...	...	...	7,452	15,410	10 14 4	3 15 0
Khándesh...	Local Board	8	19	199	218	315	193	2,060	...	...	...	...	...	...	2,060	6 8 8	6 8 8
	Municipal	15	72	503	575	718	414	2,564	875	3,036	...	...	...	5	6,480	9 0 5	3 9 2
	Total ..	23	91	702	793	1,033	607	4,624	875	3,036	...	...	...	5	8,540	8 4 3	4 7 7
Central Division.	Government	1	45	161	206	218	161	1,594	30	...	200	...	...	85	1,909	8 12 1	7 5 0
	Local Board	46	132	1,650	1,782	1,967	1,204	14,302	...	...	...	...	...	...	14,302	7 4 4	7 4 4
	Municipal	88	841	5,024	5,865	6,230	3,852	26,146	1,695	44,703	5	...	...	344	72,893	11 11 2	4 3 2
	Native States	5	29	245	274	265	165	...	649	...	...	685	...	...	1,334	5 0 7	...
	Aided	87	2,151	4,773	6,924	6,994	5,078	20,470	...	4,034	16,175	...	20,040	66,065	1,26,784	18 0 2	2 14 10
	Unaided	8	557	663	1,220	1,201	871	...	...	...	10,359	...	675	8,853	19,887	16 8 11	...
	Total, Central Division ...	235	3,755	12,516	16,271	16,875	11,319	62,512	2,374	48,737	26,739	685	20,715	75,347	2,37,109	14 0 10	3 11 3
	NORTHERN DIVISION.																
Ahmedabad.	Government Schools	1	...	...	...	131	84	1,725	...	...	...	...	...	...	1,725	13 2 8	13 2 8
	Local Board Schools	23	208	1,042	1,250	1,189	629	5,525	5,524	...	...	...	...	10	11,059	9 4 10	4 10 4
	Municipal Board Schools	18	341	1,341	1,682	1,572	926	4,709	1,103	5,815	...	...	135	96	11,858	7 8 8	2 15 11
	Aided.																
	Mission Girls School No. I ..	1	30	72	102	104	63	400	...	...	53	...	...	823	1,276	12 4 4	3 13 6
	Do. No. II ..	1	2	15	17	30	13	250	...	...	24	...	...	611	883	29 6 11	8 5 4
	Do. No III ..	1	7	21	28	29	18	165	...	...	10	...	...	359	534	18 6 7	5 11 0
	Do. No. V ..	1	23	63	86	83	52	340	...	...	38	...	...	763	1,141	13 11 11	4 1 7
	Do. No VI ..	1	7	51	58	52	34	263	...	...	22	...	...	580	865	16 10 2	5 0 11
	R. B. Maganbhai Girls School ...	1	102	172	274	273	184	650	...	510	...	...	119	632	1,911	7 0 0	2 6 1
	Shethani Harkuverbai do. ..	1	71	145	216	215	153	562	...	396	...	...	...	388	1,346	6 4 2	2 9 10
	R. B. Ranchhodbhai do. ..	1	94	128	222	231	143	533	...	200	...	...	...	562	1,295	5 9 8	2 4 11
	Ghoga Mission do. ...	1	5	36	41	41	2	181	...	...	...	...	...	406	587	14 5 1	4 6 8
	Salvation Army do. ..	1	41	39	80	85	77	207	...	...	...	...	...	1,033	1,240	14 9 5	2 7 0
	Rasala Mission do. ..	1	62	47	109	103	88	291	...	...	...	...	...	734	1,025	9 15 3	2 13 2
	Others	2	...	80	80	82	53	128	...	100	...	...	...	330	558	6 12 11	1 9 0
	Total, Aided ...	13	444	869	1,313	1,328	899	3,970	...	1,206	145	...	119	7,221	12,661	9 8 7	2 15 10
	Unaided.																
	Non-Caste School, Ahmedabad Camp ..	1	...	30	30	20	20	...	...	...	...	...	23	...	23	1 2 5	...
	I. P. Mission School (Delhigaté), Ahmedabad	1	1	51	52	49	31	...	...	...	42	...	...	653	695	14 2 11	...
	Total, Unaided ...	2	1	81	82	69	51	...	...	...	42	...	23	653	718	10 6 6	...
	Total, Day Schools ...	57	994	3,333	4,327	4,289	2,589	15,929	6,627	7,021	187	...	275	7,080	38,021	8 13 10	3 11 5

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Local Board	21	91	423	514	1,036	554	4,052	4,053	...	...	...	...	...	8,105	7 13 2	3 14 7
	Municipal Board	16	184	794	978	1,342	727	3,953	1,154	4,310	...	...	...	98	9,515	7 1 5	2 15 6
	Aided.																
Kaira	Mission No. I, Borsad	1	114	70	184	187	171	677	...	...	...	...	...	1,550	2,227	11 14 7	3 9 11
	Do. No. II, Borsad	1	...	...	...	48	25	112	...	...	...	...	...	460	572	11 14 8	2 5 4
	A'nand Mission	1	98	21	119	119	111	376	...	...	13	...	...	790	1,179	9 14 7	3 2 7
	Total, Aided	3	212	91	303	354	307	1,165	...	...	13	...	...	2,800	3,978	11 3 10	3 4 8
	Unaided.																
	Muktivijaya Jain Páthsháls, Borsad	1	20	53	73	79	56	...	...	...	...	...	655	...	655	8 4 8	...
	Total, Day Schools	41	507	1,361	1,868	2,811	1,644	9,170	5,207	4,310	13	...	655	2,898	22,253	7 14 8	3 4 2
	Day Schools.																
	Local Board	34	164	1,137	1,301	1,227	693	3,038	3,037	...	...	...	...	...	6,075	4 15 3	2 7 7
	Municipal Board	11	296	916	1,212	1,133	695	3,657	655	3,831	...	...	...	13	8,156	7 3 2	3 3 8
	Aided.																
Broach	Sir J. N. Petit, Broach	1	33	38	71	72	56	812	...	...	276	...	85	638	1,811	25 2 5	11 4 5
	Mission Orphanage, Broach	1	54	13	67	71	65	200	...	...	...	...	...	525	725	10 3 5	2 13 1
	Total, Aided	2	87	51	138	143	121	1,012	...	...	276	...	85	1,163	2,536	17 11 9	7 1 3
	Unaided.																
	Sakkarkui Urdu School, Broach	1	...	50	50	49	30	...	...	...	117	...	...	...	117	2 6 2	...
	Total, Day Schools	48	547	2,154	2,701	2,552	1,539	7,707	3,692	3,831	393	...	85	1,176	16,884	6 9 10	3 0 4
	Day Schools.																
	Local Board	6	44	198	242	244	158	1,562	...	...	...	...	...	...	1,562	6 6 5	6 6 5
	Municipal Board	3	37	224	261	292	143	738	293	733	...	...	...	22	1,786	7 11 2	3 2 2
Panch Mahals.	*Aided.*																
	Mission, Jhálod	1	15	5	20	25	21	125	...	...	...	...	...	273	398	15 14 9	5 0 0
	Methodist Episcopal Mission, Godhra	1	121	97	218	226	203	606	...	...	...	...	...	2,369	2,969	13 2 2	2 10 6
	Other	1	6	80	86	59	45	77	...	...	...	...	142	...	219	3 8 8	1 4 11
	Total, Aided	3	142	182	324	310	269	802	...	...	...	...	142	2,642	3,586	11 9 1	2 9 5
	Total, Day Schools	12	223	604	827	786	570	3,102	293	733	...	...	142	2,664	6,934	8 13 3	3 15 2
	Day Schools.																
	Local Board	27	201	1,117	1,318	1,443	756	4,105	4,106	...	...	...	...	...	8,211	5 11 1	2 13 6
	Municipal Board	7	92	583	675	705	390	2,294	94	3,079	...	...	...	...	5,377	7 10 0	3 2 0
	Aided.																
	Mission No. I, Surat	1	34	25	59	60	47	339	...	...	...	...	...	1,527	1,866	31 1 7	5 10 5
	Do. No. II do.	1	6	61	67	66	39	289	...	...	...	...	...	853	1,142	17 4 10	4 6 1
	Do. No. III do.	1	16	39	55	59	34	153	...	...	...	...	...	1,192	1,345	22 12 9	2 9 6
	Do. No. IV do.	1	9	60	69	69	42	296	...	...	...	...	...	941	1,237	17 14 10	4 4 8
	Do. No. V do.	1	11	73	84	80	49	382	...	...	...	...	...	1,056	1,438	17 15 7	4 12 5
Surat	Do. No. VI do.	1	22	23	45	44	31	324	...	...	36	...	...	840	1,200	27 4 4	7 5 10
	Do. No. VII (Ránder)	1	15	72	87	92	52	276	...	...	...	...	...	964	1,240	13 7 8	3 0 0
	Do. No. VIII Surat	1	14	55	69	63	41	306	...	...	...	...	...	1,020	1,326	21 0 9	4 13 9
	Raichand Dipchand No. I, Surat	1	99	138	237	226	125	534	...	480	...	...	...	438	1,452	6 6 10	2 5 10
	Do. No. II, do.	1	65	119	184	172	94	313	...	240	...	...	...	405	958	5 9 1	1 13 2
	Sir J. J. School, Rustampura, Surat	1	19	35	54	54	42	75	...	...	...	...	...	534	609	11 4 5	1 6 3
	Do. Shahpur do.	1	54	83	137	133	98	150	...	...	...	...	...	762	912	6 13 8	1 2 1
	Do. Nanpura do.	1	26	35	61	61	39	75	...	...	...	...	...	566	641	10 8 2	1 3 8
	Do. Bulsár do.	1	35	49	84	78	63	37	...	...	...	...	...	562	599	7 10 10	0 7 7
	Do. Udváda do.	1	15	41	56	50	36	37	...	...	...	...	...	362	399	7 15 8	0 11 10
	Mission, Bulsár	1	42	43	85	86	68	100	...	...	...	...	...	517	617	7 2 9	1 2 7
	Others	1	6	19	25	26	23	87	...	...	...	...	303	...	390	15 0 0	3 5 6
	Total, Aided	17	488	970	1,458	1,419	923	3,778	...	720	36	...	303	12,539	17,371	12 3 1	2 10 7
	Total, Day Schools	51	781	2,670	3,451	3,567	2,069	10,082	4,200	3,799	36	...	303	12,539	30,959	8 10 10	2 13 3
	Day Schools.																
	Local Board	11	78	324	402	406	267	2,534	...	...	...	...	...	...	2,534	6 3 10	6 3 10
Thána	Municipal Board	11	81	521	602	581	347	2,547	938	2,367	...	...	...	12	5,854	10 1 5	4 6 2
	Aided.																
	Free Church Mission, Thána	1	20	62	82	82	63	300	...	...	32	...	...	804	1,136	14 0 5	3 11 3
	Total, Day Schools	23	179	907	1,086	1,069	677	5,381	938	2,367	32	...	...	816	9,534	8 14 8	5 0 6
Baroda Camp	Government Baroda Camp	1	17	45	62	53	28	623	...	...	...	...	...	...	623	11 13 3	11 13 3
	Aided M. E. Mission Camp	1	104	69	173	175	146	838	...	...	...	...	2,633	...	3,471	19 13 4	4 12 7
	Total	2	121	114	235	228	174	1,461	...	...	...	...	2,633	...	4,094	17 15 7	6 6 10
Deesa Camp	Aided Mission	1	...	...	...	43	21	138	...	...	...	...	...	348	486	11 4 10	3 3 4
Rewa Kántha	Native States	11	194	457	651	717	505	...	...	...	...	4,454	...	...	4,454	6 3 5	...

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary	Primary				Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
			Upper Stage.	Lower Stage.	Total.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	NORTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Mahi Kántha	Native States	14	64	240	304	312	286	...	...	...	...	3,061	101	...	3,162	10 2 2	...
	Day Schools.																
Pálanpur ...	Native States	3	46	154	200	234	144	...	...	...	...	1,479	14	82	1,575	6 11 8	...
	Native States.																
Surat Agency.	Sachin	3	26	74	100	106	57	...	...	...	...	774	...	...	774	7 4 10	...
	Dharampore	1	14	63	77	81	37	...	...	...	...	815	...	...	815	10 1 1	...
	Bánsda	1	19	36	55	55	36	...	...	...	...	492	...	...	492	8 15 2	...
	Total ...	5	59	173	232	242	130	...	...	...	...	2,081	...	...	2,087	8 9 7	...
	Aided.																
Baroda Agency...	Sir J. J., Navsári	1	59	95	154	156	122	75	...	...	...	...	...	723	798	5 1 10	0 7 8
	Do. Gandevi	1	14	23	37	26	26	37	...	...	...	...	...	461	498	13 13 4	1 0 5
	Do. Bilimora	1	19	36	55	53	42	37	...	...	...	...	...	437	474	8 15 1	0 11 2
	Total ...	3	92	154	246	245	190	149	...	...	...	...	...	1,621	1,770	7 3 7	0 9 9
Cambay ...	Native States	3	49	227	276	291	195	...	...	...	...	1,606	...	...	1,606	5 8 4	...
	Day Schools.																
Cutch State.	Native States	13	107	564	671	709	360	...	312	...	...	4,711	272	1	5,296	7 7 6	...
	Unaided	1	11	71	82	91	48	...	...	...	...	...	58	593	651	7 2 6	...
	Total ...	14	118	635	753	800	408	...	312	...	...	4,711	330	594	5,947	7 6 11	...
Abstract, Northern Division.	Government	2	17	45	62	184	112	2,348	...	...	...	...	...	...	2,348	12 12 2	12 12 2
	Local Board	122	786	4,241	5,027	5,545	3,057	20,816	16,720	...	...	...	...	10	37,546	6 12 4	3 12 1
	Municipal Board	66	1,031	4,379	5,410	5,565	3,228	17,808	4,237	20,135	...	...	135	241	42,556	7 10 4	3 3 2
	Native States	49	519	1,815	2,334	2,505	1,620	...	312	...	...	17,392	387	83	18,174	7 4 1	...
	Aided	44	1,591	2,446	4,037	4,099	2,939	12,147	...	1,926	502	...	3,282	29,138	46,995	11 7 5	2 15 5
	Unaided	5	32	255	287	288	185	...	...	...	159	...	786	1,246	2,141	7 6 11	...
	Total, Northern Division ...	288	3,976	13,181	17,157	18,186	11,141	53,119	21,269	22,061	661	17,392	4,540	30,718	1,49,760	8 3 9	2 14 9
	Native State Girls' Schools.																
Káthiáwár...	Agency	25	394	1,235	1,629	1,670	1,057	...	...	1,177	...	8,493	173	28	9,871	5 14 7	...
	Private	2	10	55	65	63	40	...	...	...	...	300	16	...	316	5 0 3	...
	State	67	1,865	5,518	7,383	7,033	4,257	...	...	...	...	14,523	204	554	45,281	6 7 0	...
	Total ...	94	2,269	6,808	9,077	8,766	5,354	...	...	1,177	...	53,316	393	582	55,468	6 5 3	...
	Aided Girls' Schools	1	15	45	60	60	57	...	...	250	...	...	...	580	830	13 13 4	...
	Total ...	95	2,284	6,853	9,137	8,826	5,411	...	...	1,427	...	53 316	393	1,162	56,298	6 6 1	...
	SOUTHERN DIVISION.																
Dhárwár ...	Local Board	35	164	1,380	1,544	1,522	1,018	...	8,590	...	...	...	...	17	8,607	5 10 6	...
	Municipal	22	313	1,681	1,994	1,893	1,214	3,552	338	7,341	...	...	...	52	11,283	5 15 4	1 14 0
	Aided—																
	B. M. Christian Girls, Gadag-Betigeri	1	6	51	57	65	55	150	...	...	35	...	517	...	702	10 12 10	2 4 11
	Parochial Girls, Hubli	1	13	40	53	52	46	125	...	...	34	...	...	311	470	9 0 7	2 6 6
	Other Schools	2	...	33	33	26	21	55	...	...	54	...	173	...	282	10 13 6	2 1 10
	Total ...	61	496	3,185	3,681	3,558	2,354	3,882	8,928	7,341	123	...	690	380	21,344	6 0 0	1 1 6
Belgaum ...	Local Board	23	103	988	1,091	1,082	695	...	6,462	...	...	...	...	...	6,462	5 12 0	...
	Municipal	9	101	678	779	730	512	2,083	225	2,512	...	...	...	107	4,925	6 11 11	2 13 8
	Aided—																
	Methodist Episcopal Maráthi Girl, Belgaum	1	15	79	94	107	62	159	...	...	...	...	102	300	561	5 3 11	1 7 9
	Do. Kánarese, Guledgudda.	1	8	29	37	55	30	108	...	...	...	...	110	249	467	8 7 8	1 15 9
	Other Schools	3	14	92	106	89	72	149	...	...	...	...	96	801	1,037	11 10 5	1 9 2
	Total ...	37	241	1,866	2,107	2,063	1,371	2,490	6,685	2,512	...	...	308	1,457	13,452	6 8 4	1 3 4
Bijápur ...	Local Board	20	107	671	778	756	551	...	4,859	...	...	...	...	...	4,859	6 6 10	...
	Municipal	6	35	422	457	412	263	964	254	2,174	...	...	...	...	3,392	8 3 9	2 5 5
	Aided—																
	Basel Mission Orphanage, Summadi.	1	32	48	80	81	77	500	...	...	...	...	...	1,232	1,732	21 6 1	6 2 9
	Do. Kánarese, Guledgudda.	1	11	55	66	67	53	150	...	...	...	...	...	450	600	8 15 3	2 3 10
	B. M. Maráthi, Bijápur	1	5	65	70	73	39	90	...	...	...	...	...	398	488	6 11 0	1 3 9
	Total ...	29	190	1,261	1,451	1,389	983	1,704	5,113	2,174	...	...	...	2,080	11,071	7 15 6	1 3 8
Kánara ...	Local Board	7	62	304	366	339	230	...	2,038	...	...	...	...	...	2,038	6 0 2	...
	Municipal	7	76	474	550	539	359	1,730	403	1,790	...	...	84	19	4,026	7 7 6	3 3 4
	Aided	1	...	28	28	29	22	25	...	...	...	...	...	67	92	3 2 9	0 13 9
	Total ...	15	138	806	944	907	611	1,755	2,441	1,790	...	...	84	86	6,156	6 12 7	1 14 11
Ratnágiri ...	Local Board	7	58	304	362	352	180	...	1,920	...	...	...	...	...	1,920	5 7 3	...
	Municipal	6	91	290	381	386	212	835	107	1,627	...	...	...	1	2,620	6 12 7	2 4 8
	Aided—																
	All Saints' Orphanage, Dápoli ...	1	17	10	27	28	26	153	...	...	...	...	...	896	1,049	37 7 5	5 7 5
	Lady Association Caste Girls' School, Dápoli	1	16	32	48	47	21	167	...	...	...	...	...	970	1,137	24 1 4	3 8 10
	Others	1	11	33	44	42	21	50	...	...	171	...	...	60	281	6 11 1	1 3 1
	Unaided	2	9	45	54	59	36	...	...	...	...	...	...	564	564	9 8 11	...
	Total ...	18	202	714	916	914	496	1,255	2,027	1,627	171	...	...	2,491	7,571	8 4 6	1 6 0

SUBSIDIARY FORM No. 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Southern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Kolába	Local Board	8	25	253	278	278	161	...	1,727	...	...	...	...	...	1,727	6 3 5	...
	Municipal	7	36	285	321	468	258	1,865	207	1,635	14	...	...	4	3,725	7 15 4	3 15 9
	Aided—																
	Revdanda Mission Girls'	1	8	43	51	48	25	166	...	...	...	...	...	482	648	13 8 0	3 7 4
	Total	16	69	581	650	794	444	2,031	1,934	1,635	14	...	...	486	6,100	7 10 11	2 8 11
	Native States.																
Kolhápur and Southern Maratha Agency.	Kolhápur	30	136	1,107	1,243	1,297	850	...	...	...	...	11,113	15	...	11,128	8 9 3	...
	Miraj	10	56	445	501	484	336	...	...	...	...	3,148	...	...	3,148	6 8 1	...
	Sángli	9	85	702	787	715	443	...	...	372	...	5,426	...	...	5,798	8 1 9	...
	Mudhol	2	7	64	71	64	47	...	260	...	...	171	...	...	431	6 11 9	...
	Kurundvád	1	Closed on account of plague.			51	31	...	...	...	...	240	...	...	240	4 11 4	...
	Jamkhandi	3	24	184	208	184	128	...	...	...	...	913	...	...	913	4 15 5	...
	Rámdurg	1	8	76	84	74	37	...	...	...	...	585	...	...	585	7 14 6	...
	Jath	1	11	32	43	42	24	...	...	...	...	246	...	...	246	5 13 9	...
	Total	57	327	2,610	2,937	2,911	1,901	...	260	372	...	21,842	15	...	22,489	7 11 7	...
Dhárwár Agency.	Savanúr	2	22	103	125	123	87	...	190	25	...	498	...	...	713	5 12 9	...
Kolába Agency.	Janjira	12	38	416	454	446	281	...	1,846	...	6	737	...	1	2,590	5 12 11	...
	Total	14	60	519	579	569	368	...	2,036	25	6	1,235	...	1	3,303	5 12 11	...
Sávantvádi Agency.	Sávantvádi	3	85	212	297	276	162	...	...	...	...	2,762	...	14	2,776	10 0 11	...
	Aided	1	6	19	25	24	18	...	...	...	...	60	...	...	60	2 8 0	...
	Total	4	91	231	322	300	180	...	...	...	...	2,822	...	14	2,836	9 7 3	...
	Total	75	478	3,360	3,838	3,780	2,449	...	2,296	397	6	25,899	15	15	28,628	7 9 2	...
Abstract of Southern Division.	Local Board	100	519	3,900	4,419	4,329	2,635	...	25,596	...	...	...	...	17	25,613	5 14 8	...
	Municipal	57	652	3,830	4,482	4,428	2,818	11,079	1,532	17,079	14	...	84	183	29,971	6 12 4	2 8 0
	Native States	74	472	3,341	3,813	3,756	2,431	...	2,296	337	6	25,839	15	15	28,568	7 9 8	...
	Aided	18	162	657	819	833	588	2,038	...	...	294	60	998	6,216	9,606	11 8 6	2 7 2
	Unaided	2	9	45	54	59	36	...	...	...	...	...	...	564	564	9 8 11	...
	Total, Southern Division	251	1,814	11,773	13,587	13,405	8,708	13,117	29,424	17,476	314	25,899	1,097	6,995	94,322	7 0 7	0 15 8
	Sind.																
Karáchi	Government	1	2	23	25	24	16	373	...	...	...	...	...	...	373	15 8 8	15 8 8
	Municipal	8	61	794	855	814	422	4,276	640	6,302	...	...	...	45	11,263	13 13 5	5 4 1
	Aided—																
	Church of England, Zenana Mission School, Kharadar.	1	7	76	83	89	33	325	...	...	...	...	...	1,417	1,742	19 9 2	3 10 5
	Do. do. Garrikhata	1	27	95	122	119	61	400	...	...	...	...	...	1,132	1,532	12 14 0	3 5 9
	Do. do. Ranchore	1	31	86	117	116	77	520	...	...	...	...	...	1,294	1,814	15 10 2	4 7 9
	Do. do. Sadar Bazár	1	14	66	80	72	37	350	...	...	...	...	...	1,245	1,595	22 2 5	4 13 9
	Do. do. Joria Bazár	1	2	63	65	90	39	429	...	...	...	...	...	906	1,335	14 13 4	4 12 3
	Do. do. Chapru Para	1	5	87	92	91	44	300	...	...	...	...	...	1,083	1,383	15 3 2	3 4 9
	Do. do. Lyari	1	3	23	26	27	18	150	...	...	...	...	...	473	623	23 1 2	5 8 11
	G. H. Khalikdina Girls' School	1	6	36	42	49	23	300	...	...	...	...	...	943	1,243	25 5 11	6 2 0
	Husseni Madressah	1	19	116	135	122	92	175	...	150	39	...	670	...	1,034	8 7 7	1 6 12
	Others	10	...	325	325	302	262	393	...	...	...	...	...	1,673	2,066	6 13 2	1 4 10
	Total	28	177	1,790	1,967	1,915	1,114	7,991	640	6,452	39	...	670	10,211	26,003	13 9 3	4 2 9
Hyderabad	Local Board	3	20	91	111	102	79	260	372	600	...	...	...	...	1,232	12 1 3	2 8 9
	Municipal	5	31	351	382	366	215	2,400	...	2,435	...	...	...	...	4,835	13 3 4	6 8 11
	Aided—																
	Church Mission Society's Girls' School, Mansukhani	1	15	88	103	116	72	676	...	...	...	...	2,133	33	2,842	24 8 0	5 13 3
	Do. Gidu Bandar	1	4	38	42	46	23	100	...	...	...	...	1,113	4	1,217	26 7 4	2 2 9
	Do. Lyton	1	1	31	32	26	19	100	...	...	...	...	873	4	977	37 9 3	3 13 6
	Do. Mount	1	1	61	62	70	35	100	...	...	...	...	1,003	12	1,115	15 14 10	1 6 10
	Do. Ward	1	2	32	34	44	32	100	...	...	...	...	833	6	939	21 5 5	2 4 4
	Do Lackwood	1	...	55	55	39	22	100	...	...	...	...	1,059	9	1,168	29 15 2	2 9 0
	Girls' School, Khiato-Tando	1	19	88	107	102	64	365	...	125	...	...	790	87	1,367	13 6 5	3 9 3
	Do. Chandiramani Lane	1	14	91	105	113	61	389	...	125	...	...	905	98	1,517	13 6 10	3 7 1
	Do. Dunhi Lane	1	36	98	134	129	93	286	...	125	...	...	793	188	1,392	10 12 8	2 3 6
	Do. Giduani Lane	1	17	90	107	111	63	621	...	100	...	...	1,110	245	2,076	18 11 3	5 9 6
	Do. Lalvani Lane	1	34	180	214	208	138	377	...	125	...	...	772	213	1,487	7 2 5	1 13 0
	Do. Jawharanjo Paro	1	9	71	80	61	38	130	...	...	...	...	415	215	760	12 7 4	2 2 1
	Others	10	25	185	210	191	163	242	...	...	...	...	...	720	962	5 0 7	1 4 3
	Total	30	228	1,550	1,778	1,724	1,117	6,246	372	3,635	...	...	11,799	1,834	23,836	13 13 8	3 9 11
Thar and Párkar.	Local Board	7	76	298	374	375	272	2,113	2,113	...	...	...	...	...	4,226	11 4 4	5 10 2
	Municipal	1	8	55	63	84	51	643	300	233	...	...	...	...	1,176	14 0 0	7 10 6
	Unaided unrecognized—																
	Church of England, Zenana Mission Girls' School, Mirpur Khás	1	...	20	20	23	11	...	...	...	...	...	88	...	88	3 13 3	...
	Total	9	84	373	457	482	334	2,756	2,413	233	...	...	88	...	5,490	11 6 3	5 11 6
Sukkur	Municipal	8	54	714	768	768	478	1,840	53	3,728	...	...	...	10	5,631	7 5 4	2 6 4
	Aided—																
	Garibabad Girls' School	1	7	49	56	85	43	60	...	180	...	...	78	...	318	3 11 10	0 11 4
	Other Schools	20	76	748	824	851	725	687	...	...	...	...	...	2,763	3,450	4 0 10	0 12 11
	Unaided (recognized)—																
	Church Mission Hindu Girls' School, Sukkur	1	2	73	75	52	40	...	...	...	...	...	...	909	909	17 7 8	...
	Do. Mahomedan do.	1	1	32	33	30	15	...	...	...	...	...	...	317	317	10 9 1	...
	Total	31	140	1,616	1,756	1,786	1,301	2,587	53	3,908	...	...	78	3,999	10,625	5 15 2	1 7 2

SUBSIDIARY FORM No. 5—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.			Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Sind—continued.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Upper Sind Frontier.	Municipal	2	2	69	71	75	43	366	...	681	...	...	...	7	1,054	14 0 10	4 14 1
	Other Schools (aided)	...	...	...	...	...	...	18	...	...	...	...	...	42	60	...	...
	Total ...	2	2	69	71	75	43	384	...	681	...	...	...	49	1,114	14 13 8	5 1 11
Lárkána ...	Local Board	2	7	72	79	75	50	336	336	...	...	...	...	...	672	8 14 0	4 7 5
	Aided (unrecognized)— Hindu Panchayati Girls' School, Lárkána	1	...	100	100	90	80	...	...	90	...	...	90	...	180	2 0 0	...
	Others (aided)	14	15	290	305	297	268	341	...	...	...	...	...	1,310	1,651	5 8 11	1 2 4
	Total ...	17	22	462	484	462	399	677	336	90	...	...	90	1,310	2,503	5 6 8	1 7 5
	Native State.																
Khairpur State.	State	7	...	169	169	169	126	...	...	...	...	774	...	...	774	4 9 3	...
Abstract, Sind.	Government	1	2	23	25	24	16	373	...	...	...	...	...	...	373	15 8 8	15 8 8
	Local Board	12	103	461	564	552	401	2,709	2,821	600	...	...	...	...	6,130	11 1 8	4 14 6
	Municipal	24	156	1,983	2,139	2,107	1,209	9,525	993	13,379	...	...	...	62	23,959	11 5 5	4 8 4
	Native States	7	...	169	169	169	126	...	...	...	...	774	...	...	774	4 9 3	...
	Aided	77	389	3,268	3,657	3,656	2,616	8,034	...	1,020	39	...	12,637	16,115	37,845	10 5 7	2 3 2
	Unaided	3	3	125	128	105	66	...	...	...	...	...	88	1,226	1,314	12 8 3	...
	Total, Sind ...	124	653	6,029	6,682	6,613	4,434	20,641	3,814	14,999	39	774	12,725	17,403	70,395	10 10 4	3 1 11
	Day Schools.																
Aden ...	Aided— Koran Teaching School	4	...	76	76	Nil.	Nil.	40	...	...	...	...	...	...	40	...	...
	Total, Aden ...	4	...	76	76	...	...	40	...	...	...	...	...	...	40	...	...
	Grand Total ...	997	12,482	50,428	62,910	63,905	41,013	1,49,429	56,881	1,04,700	27,753	98,066	39,470	1,31,625	6,07,924	9 8 2	2 5 5

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technical Training for the official year 1906-1907.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Training Schools for Masters.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Bombay ...	Secondary Teachers College ...	1	31	28	27	25,869	...	...	...	...	...	...	25,869	926 0 7	926 0 7
Poona ...	Training College, Poona... ...	1	*219	206	198	18,840	†9,369	754	...	849	...	532	29,780	144 9 0	91 7 4
Dhulia ...	Do. School, ...	1	96	95	88	7,014	8,301	...	...	...	...	18	15,333	161 6 5	73 13 4
Ahmedabad ...	Premchand Raichand Male Training College, Ahmedabad .	1	‡195	194	182	17,678	8,895	661	11	782	15	281	28,323	145 15 11	91 2 0
Dhárwár ...	Dhárwár Training College ...	1	§266	237	224	7,497	9,256	...	...	...	...	256	27,009	113 15 5	73 13 3
Hyderabad ...	Training College, Hyderadad ...	1	¶162	147	135	14,473	8,491	...	...	...	...	...	22,964	156 3 6	98 7 3
	Total ...	6	969	907	854	1,01,371	44,812	1,415	11	1,631	15	23	1,49,278	164 9 4	111 12 3
	Native States.														
Káthiáwár ...	Male Training College, Rájkot .	1	63	63	53	...	...	...	97	11,318	...	...	11,415	181 3 1	.....
	Aided.														
Ahmednagar ...	A. M. Normal School	1	77	72	69	2,500	...	...	...	...	...	5,350	7,850	109 0 5	34 11 7
	Total, Training Schools for Masters	8	1,109	1,042	976	1,03,871	44,812	1,415	108	12,949	15	5,373	1,68,543	161 12 0	99 10 11
	Training Schools for Mistresses.														
	Government.														
Poona ...	Female Training College ...	1	87	85	80	9,171	‖3,612	510	...	...	...	1,352	14,645	172 4 8	107 14 4
Ahmedabad ...	Mahalaxmi Female Training College, Ahmedabad	1	...	117	102	9,972	1,671	918	3	555	533	202	13,854	118 6 7	85 3 8
Dhárwár ...	Female Training School, Dhárwár	1	23	25	22	1,320	2,072	...	...	...	...	...	3,393	135 11 6	52 12 10
	Total ...	3	110	227	204	20,463	7,355	1,428	3	555	533	1,554	31,891	140 7 9	90 2 4
	Local Board.														
Hyderabad ...	Training College	1	5	6	5	...	5,753	...	...	...	...	...	5,753	958 13 4	.....
	Municipal.														
Karáchi ...	Normal Class	1	13	13	9	462	500	1,037	...	...	...	...	1,999	153 12 4	35 8 7
	Native States.														
Káthiáwár ..	Barton Female Training College, Rájkot	1	24	25	23	...	...	...	5	8,489	368	85	8,947	357 14 1	.....
	Aided.														
Bombay ...	Convent Normal School, Byculla	1	14	14	13	500	...	...	3,098	...	325	3,804	7,727	551 14 10	35 11 5
	Normal Class attached to the Girgoan Girls High School ...	1	4	4	4	650	...	...	278	...	...	1,593	2,521	630 4 0	162 8 0
Poona ...	St. Mary's Normal Class ...	1	11	11	10	400	...	...	573	...	...	1,246	2,219	2 1 11 8	36 5 10
	Z. M. Normal Class, Civil Lines.	1	25	28	21	500	...	...	...	...	1,394	...	1,894	67 10 3	17 13 9
	St. Hilda's Normal Class, Panch Honds	1	8	7	6	400	...	...	55	...	208	9°2	1,645	235 0 0	57 2 3
Karáchi ...	Karáchi Convent Normal Class .	1	7	7	7	1,415	...	...	541	...	1,100	1,753	4,809	687 0 0	202 2 3
	Total ...	6	69	71	61	3,865	...	...	4,545	...	3,027	9,378	20,815	293 2 8	54 7 0
	Unaided.														
Hyderabad ...	Female Normal Class	1	2	4	4	...	...	...	...	...	251	37	288	72 0 0	.....
	Total, Training Schools for Mistresses	13	223	346	306	24,790	13,608	2,465	4,553	9,044	4,179	11,054	69,693	201 6 9	71 10 4
	School of Art.														
	Government.														
Bombay ...	Sir J. J. School of Art	1	366	340	223	24,025	...	...	9,511	...	...	5,761	39,297	115 9 3	70 10 7
	Medical Schools.														
	Government.														
Poona ...	B. J. Medical School	1	123	110	110	15,088	...	...	726	...	...	105	15,914	144 10 9	137 1 11
Ahmedabad ...	Do. do. Ahmedabad.	1	135	152	125	18,209	...	...	1,877	...	...	...	20,086	132 2 4	119 12 9
Hyderabad ...	Medical School	1	45	46	42	4,185	1,316	...	851	...	...	5,617	11,969	260 3 2	90 15 8
	Total ...	3	303	308	277	37,477	1,316	...	3,454	...	...	5,722	47,969	155 11 10	121 10 10
	Aided.														
Hyderabad ...	Midwifery School	1	4	4	4	...	400	...	...	...	...	281	681	170 4 0	.....
	Total, Medical Schools ...	4	307	312	281	37,477	1,716	...	3,454	...	...	6,003	48,650	155 14 10	120 1 11
	Engineering Class.														
	Aided.														
Karáchi ...	Engineering Class	1	16	19	16	2,000	...	...	965	...	...	2,934	5,899	310 7 7	105 4 3
Hyderabad ...	Engineering Class attached to N. V. High School, Hyderabad.	1	16	13	11	817	...	...	674	...	900	825	3,216	247 6 2	62 13 5
	Total ...	2	32	32	27	2,817	...	...	1,639	...	900	3,759	9,115	284 13 6	88 0 6
	Unaided.														
Hyderabad ...	Engineering Class attached to N. H Academy	1	6	9	7	...	...	...	446	...	...	586	1,032	114 10 8	.....
	Total, Engineering Classes ..	3	33	41	34	2,817	...	...	2,085	...	900	4,345	10,147	.....	.....

* This includes the 42 teachers attending the Re-Training Class.
† Inclusive of Rs. 4,333 on account of stipends to students in the College from Southern Division and Northern Division.
‡ Including 51 teachers called up for re-training.
§ Includes 49 masters called up for re-training.
¶ Includes 33 masters called up for re-training.
‖ Inclusive of Rs 493 on account of stipends to students in the College from Southern Division and Northern Division.

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Industrial Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Bombay ...	Reay Art Workshop	(1)	(163)	(173)	(122)	14,481	...	...	...	...	...	1,302	15,783	91 3 8	83 11 3
Poona ...	College of Science Workshop ...	1	189	131	101	520	...	...	4,275	...	...	2,732	7,527	57 7 4	3 15 6
Dhárwár ...	Dhárwár Training College Workshop	(1)	(217)	(189)	(179)	...	...	...	...	...	...	...	...	.....	.....
	Do. Music Class.	(1)	(217)	(189)	(179)	...	...	...	...	...	...	...	...	.....	.....
	Dhárwár Female Training College Music Class	(1)	(23)	(25)	(22)	...	...	...	...	...	...	...	...	.....	.....
Belgaum ...	Manual Training Class High School, Belgaum	(1)	(78)	(71)	(59)	...	100	100	44	...	...	...	244	3 7 0	.....
Hyderabad ...	Technical School Training College, Hyderabad	(1)	(129)	(111)	(102)	...	...	...	...	...	...	...	...	.....	.....
	Total ...	1	189	131	101	15,001	100	100	4,319	...	...	4,034	23,554	26 7 11	16 14 0
		(6)	(827)	(758)	(663)										
	Local Board.														
Khándesh ...	Local Board Technical School, Dhulia	1	32	31	21	...	1,419	...	...	...	...	...	1,419	45 12 5	.....
Ratnágiri ...	School of Industry, Ratnágiri ...	1	220	187	144	5,675	2,636	...	...	...	...	560	4,551	13,422	71 12 5	30 5 7
	Weaving Class attached to Ratnágiri	(1)	(17)	(15)	(12)	...	...	...	...	...	...	...	...	.....	.....
	Carpentry and Smithy Classes, Ratnágiri	(1)	(128)	(122)	(95)	...	...	...	...	...	...	...	...	.....	.....
	Technical School at Dápoli ...	1	11	12	9	...	517	...	...	...	...	...	517	43 1 4	.....
	Do. Wakawli ...	1	59	55	34	...	673	...	...	...	...	...	673	12 3 9	.....
Hyderabad ...	Technical School, Kandiáro ...	1	(97)	(86)	(74)	1,592	1,600	...	...	...	...	482	3,674	42 11 6	18 8 2
Sukkur ...	Do. Ubauro ...	1	(25)	(29)	(22)	325	287	...	...	...	...	100	712	24 8 10	11 3 4
	Do. Khairpur-Daharki ..	1	(46)	(52)	(37)	325	381	...	...	...	...	66	772	14 13 6	6 4 0
Lárkána ...	Do. Talti ...	1	(60)	(57)	(27)	356	356	...	...	...	...	86	798	14 0 0	6 3 11
Thar and Párkar.	Do. Sanghar ...	1	41 (56)	44 (66)	40 (52)	252	300	...	...	...	...	210	762	6 14 10	2 4 8
	Total	9	353	329	248	8,625	8,169	...	...	...	560	5,495	22,749	50 1 6	11 4 5
		(2)	(429)	(427)	(319)										
	Municipal.														
Poona ...	Municipal Technical School ...	1	38 (9)	41 (10)	29 (5)	1,137	...	1,843	...	...	...	5	2,985	58 8 6	22 4 9
Sholápur ...	School of Industry, Pandharpur	1	16 (38)	17 (38)	10 (24)	982	...	2,259	...	...	...	...	3,281	59 10 6	17 13 8
Surat ...	Fardunji S. Parekh School, Surat	1	135	88	67	2,588	260	1,000	...	...	...	2,912	6,760	76 13 1	29 6 7
Hyderabad ...	Technical School, Hyderabad ...	(1)	(50)	(50)	(38)	918	...	1,520	...	...	...	...	2,438	48 12 2	18 5 9
Thar and Párkar.	Do. Umarkot ...	(1)	(46)	(44)	(23)	354	210	119	...	...	...	604	1,287	29 4 0	8 0 9
Upper Sind Frontier District.	Do. Jacobabad ...	1	(22)	(24)	(19)	1,148	1,200	237	...	...	...	696	3,281	136 11 4	47 13 4
	Total ...	4	189	146	106	7,127	1,670	7,018	...	...	...	4,217	20,032	64 3 3	22 13 6
		(2)	(165)	(166)	(109)										
	Native States.														
Cutch ...	Bhúj Industrial School ...	1	42	46	27	...	...	...	...	2,120	35	...	2,155	46 13 7	.....
Kolhápur ...	Technical School	1	39	37	32	...	...	...	6	5,888	...	...	5,894	159 4 9	.....
Sávantvádi ...	Do.	1	(69)	(65)	(41)	...	...	...	...	591	...	...	591	9 1 6	.....
	Music Class	(1)	(34)	(32)	(17)	...	...	...	...	...	...	...	...	...	.....
Miraj ...	Technical Class attached to High School, Miraj	(1)	(147)	(130)	(124)	...	...	...	...	...	...	...	...	.....	.....
Southern Maratha Agency.	Sángli High School, Music Class	(1)	(32)	(15)	(10)	...	...	...	...	...	...	...	...	.....	.....
Khairpur State.	Technical School Khairpur State	1	175	213	111	...	...	...	...	9,876	...	...	9,876	46 5 10	.....
	Total ...	4	256	296	170	...	...	...	6	18,475	35	...	18,516	34 6 8	.....
		(3)	(282)	(242)	(192)										
	Aided.														
Bombay ...	A. M. Girls' Sewing Class ...	(1)	(105)	(100)	(94)	600	...	...	...	...	2,723	613	3,936	39 5 9	6 0 0
	Apprentices' Home	1	13	20	19	...	...	...	...	...	...	...	...	.....	.....
	David Sassoon Industrial Reformatory	1	211	221	220	6,643	...	...	...	...	...	101,930	1,08,573	491 4 6	30 0 11
	Victoria Jubilee Technical Institute	1	387	332	302	30,000	...	10,000	15,000	...	18,000	35,600	1,08,600	337 1 9	90 5 8
	A. M. Laundry Class, Byculla ...	(1)	(115)	(105)	(99)	1,200	...	...	...	...	4,414	1,716	7,330	69 12 11	11 8 10
Poona ...	Panch Howds Mission Industrial School	(1)	6 (16)	7 (14)	6 (14)	210	...	...	...	...	...	2,031	2,241	106 11 5	10 0 0
	Deccan Industrial School, Sirur.	(1)	(91)	(90)	(70)	1,806	...	...	...	...	...	7,769	9,575	106 6 3	20 1 1
Sholápur ...	M. E. E. Society's Industrial School, Bárámati	1	22	20	17	260	...	...	...	...	190	111	561	28 0 10	13 0 0
	A. M. Industrial School	1	15 (99)	17 (87)	14 (65)	988	...	...	...	...	1,709	1,432	4,129	39 11 3	9 8 0
Ahmednagar ...	S. P. G. Mission Industrial School.	(1)	(57)	(34)	(32)	1,487	...	...	...	...	...	2,559	4,046	119 0 0	43 11 9
	Dinshaw Maneckji Petit Industrial School	(1)	(206)	(181)	(169	4,829	...	...	10	...	10,929	...	15,768	87 1 10	26 10 1
	Weaving Class of D. M. Petit School	(1)	(24)	(24)	(13)	4,200	...	...	...	...	...	9,386	13,586	566 1 4	175 0 0
	A. M. Girls' Lace School ...	(1)	(110)	(116)	(88	86)	...	...	...	...	1,275	116	2,351	20 4 3	8 4 4
Kaira ...	M. E. Mission, Nadiád	1	126	160	141	3,092	...	...	...	...	...	7,644	10,736	67 1 7	19 5 2
	J. P. Mission, Borsad	1	47	48	44	640	...	...	...	...	...	1,704	2,344	48 13 4	13 15 4
	American Mission, Bulsár ...	1	15	11	7	833	...	...	...	...	...	1,854	2,687	67 2 10	20 13 2
Surat ...	Mahajan ,Home Surat	1	(32) 81	(29) 85	(29 72	900	...	...	...	...	1,397	...	2,297	27 0 5	10 9 4
Bijápur ...	Singing Class at Bijápur ...	1	6	4	3	60	...	...	70	...	40	...	170	1 1 4	0 6 1
Sukkur ...	V. J. Technical Institute, Sukkur	1	(160) 39	(153) 37	(100) 28	1,649	1,600	960	2	...	...	209	4,420	113 7 4	44 9 1
Hyderabad ...	Technical School attached to N. H. Academy	1	(24)	(18)	(13)	102	...	...	86	...	100	389	763	42 10 8	10 11 7
	Total ...	12	968	962	871	60,550	1,600	10,960	15,168	...	40,777	1,75,063	3,04,118	158 15 7	31 10 5
		(3)	(1,019)	(951)	(791)										

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	INDUSTRIAL SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Unaided.														
Bombay ...	J. N. Petit Pársi Orphanage, Parel	1	39	39	37	...	...	...	...	...	...	3,694	3,694	94 11 6	...
Ahmednagar...	St. Monicas S. P. G. M. Industrial School, Ahmednagar ...	(1)	26 (30)	25 (30)	24 (6)	...	...	...	...	...	...	2,604	2,604	47 5 6	...
	A. M. Lace School, Vadala ...	(1)	(27)	(26)	(24)	...	...	...	...	...	...	1,039	1,039	39 15 5	...
	A. M. Manual Training Class, Nagar	(1)	(32)	(19)	(13)	...	...	...	...	...	...	...	...	.....	...
	Total ...	1 (3)	65 (89)	64 (75)	61 (43)	...	...	...	...	...	...	7,337	7,337	52 12 7	...
	Total, Industrial Schools ...	31 (24)	2,030 (2,811)	1,928 (2,619)	1,557 (2,117)	91,203	11,539	18,078	19,493	18,475	41,372	1,96,146	3,96,306	87 2 7	20 0 11
	COMMERCIAL SCHOOLS.														
	Municipal.														
Sholápur ...	Municipal Commercial School ...	1	63	71	57	574	...	732	304	...	...	...	1,610	22 10 10	8 1 4
	Aided.														
Surat ...	Pársi Panchayat, Surat	(1)	(13)	(12)	(10)	...	...	...	...	...	...	...	...	.....	...
	Unaided.														
Bombay ...	Commercial Class of the B. J. Pársi Charitable Institute ...	1	34	19	17	...	...	...	581	...	...	3,742	4,323	227 8 5	...
	Aiyar's Night School of Commerce, Bombay	1	16	12	10	...	...	...	2,485	...	...	...	2,485	207 1 4	...
Hyderabad ...	N. H. Academy Commercial Class.	(1)	6	3	2	...	...	...	28	...	...	12	40	13 5 4	...
Karáchi ...	Central Commercial School ...	1	25	25	25	...	...	...	1,022	...	...	744	1,766	70 10 3	...
	Total ...	3 (1)	81	59	54	...	...	...	4,116	...	...	4,498	8,614	146 0 0	...
	Total, Commercial Schools ...	4 (2)	144 (13)	130 (12)	111 (10)	574	...	732	4,420	...	...	4,498	10,224	72 0 0	4 0 8
	AGRICULTURAL CLASSES.														
	Government.														
Poona ...	Agricultural Class attached to the Poona Training College ...	(1)	(219)	(206)	(198)	...	...	...	...	...	...	...	...	.....	...
Ahmedabad ...	P. R. Male Training College, Ahmedabad	(1)	(195)	(194)	(182)	...	...	...	...	...	...	...	...	.....	...
Dhárwár ...	Male Training College, Dhárwár...	(1)	(266)	(237)	(224)	...	...	...	...	...	...	...	...	.....	...
Hyderabad ...	Agricultural School	1	68	104	96	9,192	...	...	...	...	...	...	9,192	88 6 2	88 6 2
	Agricultural Class Training College	(1)	(162)	(147)	(135)	...	...	...	...	...	...	...	...	.....	...
	Total ...	1 (4)	68 (842)	104 (734)	96 (739)	9,192	...	...	...	...	...	...	9,192	10 5 8	10 5 8
	Native States.														
Káthiáwár ...	Male Training College, Rájkot ...	(1)	(63)	(63)	(53)	...	...	...	...	...	...	...	...	.....	...
	Total, Agricultural Classes ...	1 (5)	68 (905)	104 (847)	96 (792)	9,192	...	...	...	...	...	...	9,192	9 10 8	9 10 8
	REFORMATORY SCHOOL.														
	Government														
Poona ...	Reformatory School, Yerávda ...	1	148	140	144	9,272	...	...	...	451	...	4,096	13,819	92 11 11	62 8 8
	OTHER SCHOOLS.														
	A.—DRAWING CLASSES.														
	Government.														
Bombay ...	Elphinstone High School	(1)	(499)	(477)	(438)	...	...	...	...	...	...	...	...	.....	...
	Do. Middle School ...	(1)	(560)	(573)	(497)	...	...	...	...	...	...	...	...	.....	...
Poona ...	Poona High School	(1)	(197)	(191)	(170)	...	...	...	...	...	...	...	...	.....	...
	Poona Training College ...	(1)	(366)	(354)	(319)	...	...	...	...	...	...	...	...	.....	...
Sátára ...	Sátára High School	(1)	2 (179)	5 (180)	3 (160)	...	...	...	...	...	...	...	...	.....	...
Sholápur ...	Northcote High School, Sholápur.	(1)	1 (276)	1 (266)	1 (241)	...	...	...	...	...	...	...	...	.....	...
Násik ...	Násik High School	(1)	10 (286)	6 (264)	5 (228)	...	...	...	...	...	...	...	...	.....	...
Khándesh ...	Garud High School, Dhulia ...	(1)	(385)	(358)	(308)	...	...	...	...	...	...	...	...	.....	...
	Dhulia Training School	(1)	(96)	(95)	(88)	...	...	...	...	...	...	...	...	.....	...
Ahmedabad ...	F. C. High School, Ahmedabad ...	(1)	(57)	(52)	(44)	780	...	...	...	...	...	...	780	15 0 0	15 0 0
Kaira ...	High School, Nadiád	(1)	(237)	(222)	(206)	716	...	...	4	...	...	...	720	3 3 10	3 3 7
Broach ...	R. S. Dalal Hfgh School Broach ...	(1)	(183)	(170)	(155)	360	...	...	...	...	...	...	360	2 1 10	2 1 10
Panch Mahás ...	Telang High School, Godhra ...	(1)	(129) 1	(113) 2	(102) 2	...	...	...	...	...	...	...	...	...	...
Surat ...	S. J. J. High School, Surat ...	(1)	(143)	(130)	(115)	731	...	...	8	...	...	...	739	5 10 11	5 10 0
Thána ...	B. J. High School, Thána ...	(1)	(174)	(184)	(153)	...	...	...	...	...	...	...	...	.....	...
Ahmedabad ...	Middle School, Ahmedabad ...	(1)	(294)	(277)	(240)	...	...	...	...	...	...	...	...	.....	...
Surat ...	Middle School, Surat	(1)	(186)	(180)	(160)	...	...	...	...	...	...	...	...	.....	...
Ahmedabad ...	P. R. Male Training College, Ahmedabad	(1)	(195)	(195)	(182)	...	...	...	...	...	...	...	...	.....	...
Do. ...	Mahalxmi Female Training College, Ahmedabad	(1)	...	(117	(102)	600	...	...	...	...	...	...	600	5 2 1	5 2 1

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	A.—Drawing Classes—*contd.*														
	Government—continued.														
Dhárwár	Dhárwár High School	(1)	(317)	(285)	(210)	...	...	...	...	...	...	...	...	.....	...
	Do. Training College	(1)	2 (266)	2 (238)	2 (227)	...	...	...	...	...	...	...	...	.....	...
Belgaum	Sardars High School, Belgaum	(1)	(302)	(272)	(237)	...	...	...	...	...	...	...	...	.....	...
Bijápur	Bijápur do.	(1)	3 (298)	4 (307)	2 (230)	...	...	...	...	...	...	...	...	.....	...
Kánara	Kárwár do.	(1)	(178)	(165)	(140)	...	...	...	...	...	...	...	...	.....	...
Ratnágiri	Ratnágiri do.	(1)	(232)	(224)	(198)	...	...	...	...	...	...	...	...	.....	...
Karáchi	N. J. High School, Karáchi	(1)	(539)	(546)	(473)	...	...	...	...	...	...	...	...	.....	...
	Saturday Afternoon Class for Masters	1	2 (17)	1 (17)	1 (4)	...	...	...	...	...	...	...	...	.....	...
Hyderabad	High School	(1)	(174)	(170)	(156)	...	...	...	...	...	...	...	...	.....	...
	Training College	(1)	(162)	(147)	(135)	...	...	...	...	...	...	...	...	.....	...
Sukkur	High School, Shikárpur	(1)	(268)	(270)	(230)	...	...	...	...	...	...	...	...	.....	...
	Drawing Class for Vernacular Masters, Shikárpur	1	18	19	8	...	...	...	...	...	...	...	...	.....	...
	Total	2 (29)	56 (7,178)	57 (7,027)	28 (6,144)	3,187	...	...	12	...	...	...	3,199	0 7 3	0 7 2
	Local Board.														
Ratnágiri	School of Industry, Ratnágiri	(1)	(155)	(144)	(113)	...	...	...	...	...	...	...	...	.....	...
	A.-V. School, Tharushah	(1)	(123)	(120)	(105)	...	...	...	...	...	...	...	...	.....	...
	Total	(2)	(278)	(264)	(218)	...	...	...	...	...	...	...	...	.....	...
	Municipal.														
Bombay	Municipal A.-V. Schools, Dungri and Khetwadi	(1)	...	...	...	209	...	...	...	...	...	...	209	.....	...
Poona	Drawing Class Municipal Technical School	(1)	26 (92)	25 (88)	17 (54)	308	...	...	67	...	...	...	375	3 5 1	2 11 7
Sholápur	V. J. High School, Pandharpur	(1)	(118)	(112)	(87)	177	...	148	...	...	...	...	325	2 14 5	1 9 3
	Robertson School of Industry, Pandharpur	(1)	16 (54)	17 (55)	10 (25)	29	...	...	...	...	...	...	29	0 6 5	0 6 5
Dhárwár	Lamington High School, Hubli	(1)	9 (25)	8 (20)	6 (16)	...	...	...	...	...	...	...	...	.....	...
Ratnágiri	1st Grade A.-V. School, Vengurla.	(1)	(42)	(49)	(38)	...	...	...	...	...	...	...	...	.....	...
Bijápur	Do. Bágalkot.	(1)	1 (91)	1 (85)	1 (75)	...	...	...	...	...	...	...	...	.....	...
Karáchi	Municipal Drawing Class, Karáchi.	(1)	(332)	(345)	(252)	179	18	285	...	...	...	...	482	1 6 4	0 8 4
	A.-V. School, Tatta	(1)	(125)	(116)	(98)	...	...	...	...	...	...	...	...	.....	...
	Do. Kotri	(1)	(63)	(59)	(45)	...	...	...	...	...	...	...	...	.....	...
Hyderabad	Municipal Technical School Drawing Class	(1)	(30)	(29)	(21)	...	...	...	...	...	...	...	...	.....	...
	A.-V. School Tando Md. Khan	(1)	(22)	(24)	(17)	...	...	...	...	...	...	...	...	.....	...
Sukkur	Do. New Sukkur	(1)	(197)	(182)	(151)	...	...	...	...	...	...	...	...	.....	...
	Do. Old do.	(1)	(89)	(94)	(76)	...	...	...	...	...	...	...	...	.....	...
	Do. Rohri	(1)	(240)	(216)	(181)	88	...	...	...	...	...	...	88	0 6 4	0 6 4
	Do. Lárkana	(1)	3 (206)	5 (201)	4 (176)	...	...	...	...	...	...	...	...	.....	...
	Do. Ratodero	(1)	(7)	(11)	(10)	...	...	...	...	...	...	...	...	.....	...
	Do. Bubak	(1)	(17)	(13)	(13)	...	...	...	...	...	...	...	...	.....	...
Upper Sind Frontier.	Jacobabad Drawing Class	(1)	(51)	(54)	(37)	...	...	...	...	...	...	...	...	.....	...
	Total	(19)	55 (1,801)	56 (1,753)	38 (1,372)	990	18	433	67	...	...	...	1,508	0 13 4	0 8 9
	Native States.														
Cambay	High School, Cambay	(1)	29 (150)	29 (167)	15 (144)	...	...	...	...	417	...	...	417	2 2 0	...
Káthiáwár	High School, Rájkot	(1)	2 (206)	4 (185)	4 (156)	...	...	...	...	...	...	...	...	.....	...
	Male Training College, Rájkot	(1)	(63)	(63)	(53)	...	...	...	...	...	...	...	...	.....	...
	Barton Female Training College, Rájkot	(1)	(24)	(25)	(23)	...	...	...	...	...	...	...	...	.....	...
	Jámnagar High School	(1)	21 (32)	23 (33)	18 (28)	...	...	...	...	...	...	...	...	.....	...
	Gondal Drawing and Modelling Class	1	55	61	34	...	...	...	79	881	...	...	960	15 11 10	...
Jamkhandi	Jamkhandi High School	(1)	(97)	(94)	(85)	...	...	...	...	...	...	...	...	.....	...
Sávantvádi	Technical School, Sávantvádi	(1)	(206)	(201)	(177)	...	...	...	...	...	...	...	...	.....	...
Janjira	Murud High School	(1)	(151)	(111)	(84)	...	...	...	...	...	...	...	...	.....	...
Savanúr	Kanarese Boys' School	(1)	(22)	(18)	(16)	...	...	...	...	...	...	...	...	.....	...
Kolhápur	High School	(1)	(337)	(349)	(280)	...	...	...	...	...	...	...	...	.....	...
	1st Grade A.-V. School, Ichalkaranji	(1)	2 (20)	1 (18)	1 (16)	...	...	...	...	...	...	...	...	.....	...
Sángli	High School	(1)	15 (214)	10 (201)	8 (197)	...	...	...	...	...	...	...	...	.....	...
	Drawing Class attached to the Vernacular Schools at Sángli	(1)	(313)	(350)	(262)	...	...	...	...	...	...	...	...	.....	...
	1st Grade A.-V.School, Sháhápur.	(1)	(112)	(102)	(88)	...	...	...	...	...	...	...	...	.....	...
Miraj	High School	(1)	(147)	(142)	(130)	...	...	...	...	...	...	...	...	.....	...
	Drawing Class attached to 2nd Grade A.-V. School, Budgaon	(1)	(17)	(16)	(13)	...	...	...	...	...	...	...	...	.....	...
	Total	1 (16)	124 (2,113)	128 (2,075)	80 (1,750)	...	...	...	79	1,298	...	...	1,377	0 10 0	...

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	A.—Drawing Classes—*contd.*														
	Aided.														
Bombay ...	F. C. M. Amroli and Girgaon Schools	(1)	...	...	...	199	...	...	...	...	...	...	199	.....	...
	Robert Money Institution ...	(1)	...	...	...	428	...	...	...	...	...	...	428	.....	...
	St. Mary's Institution	(1)	(12)	(11)	(8)	200	...	...	82	...	...	...	282	25 10 2	18 2 11
	Israelite School	(1)	(81)	(70)	(52)	173	...	...	...	...	...	178	351	5 0 3	2 7 7
	Convent School, Clare Road ...	(1)	...	...	...	169	...	...	...	...	...	...	169	.....	...
	David Sassoon I. and R. Institution	(1)	...	...	...	8	...	...	...	...	...	...	8	.....	...
	Proprietory and Fort High School, at Chandanwadi	(1)	(105)	(96)	(78)	...	...	...	56	...	...	34	90	0 15 0	...
	Young Ladies' High School ...	(1)	9 (33)	7 (28)	5 (21)	195	...	...	735	...	...	...	930	26 9 2	5 9 2
	Cathedral Girls' High School ...	(1)	...	...	...	65	...	...	...	...	...	1	66	.....	...
	Do. Boys' Do. ...	(1)	...	...	...	12	...	...	...	...	...	...	12	.....	...
	Alexandra Native Girls' School ...	(1)	8 62)	6 (55)	5 (42)	150	...	...	...	...	...	...	150	2 7 4	2 7 4
	Wilson High School	(1)	(12)	(18)	(15)	301	...	...	38	...	...	337	676	37 8 11	16 11 7
	Sir J. J. Pársi Benevolent Institution	(1)	(338)	(314)	(286)	207	...	...	...	...	...	...	207	0 10 7	0 10 7
	Bombay Education Society's High School, Byculla	(1)	(205)	(191)	(171)	223	...	...	246	...	...	55	624	3 4 3	1 2 8
	General Educational Institute, Dádar	(1)	(271)	(249)	(203)	233	...	...	...	...	...	...	233	0 15 0	0 15 0
	Fort and Proprietary High School, Govalia Tank...	(1)	(293)	(269)	(324)	94	...	...	361	...	...	...	455	1 11 1	0 5 7
	Do. Elphinstone Circle...	(1)	11 (291)	11 (307)	9 (269)	432	...	...	282	...	...	274	988	3 1 9	1 5 9
	F. C. M. Girls' School, Govália Tank	(1)	...	...	...	20	...	...	...	...	...	...	20	.....	...
	B. J. Parsi Charitable Institution.	(1)	...	...	...	14	...	...	...	...	...	...	14	.....	...
	Antonio DeSilva's School, Dádar.	(1)	(428)	(333)	(276)	15	...	...	...	...	...	...	15	0 0 9	0 0 9
	Poor Boy's Seminary, Chikhalwádi	(1)	...	...	...	18	...	...	...	...	...	...	18	.....	...
Poona ...	Bishop's High School	(1)	(66)	(72)	(63)	85	...	...	...	...	...	...	85	1 2 11	1 2 11
	New English School	(1)	8 (400)	8 (388)	8 (159)	...	...	...	...	...	...	...	...	.....	...
	Taylor High School	(1)	...	...	...	6	...	...	...	...	...	...	6	.....	...
	St. Vincent High School	(1)	...	...	...	31	...	...	...	...	...	...	31	.....	...
	Native Institution	(1)	8 (299)	12 (270)	6 (227)	377	...	...	39	...	...	...	416	1 7 7	1 5 5
	St. Mary's High School	(1)	...	...	...	126	...	...	...	...	...	...	126	.....	...
	Nutan Maráthi Vidyálaya	(1)	(330)	(295)	(259)	419	...	...	...	...	...	...	419	1 6 9	1 6 9
	Zoroastrian Girls High School ...	(1)	...	...	...	50	...	...	...	...	...	...	50	.....	...
Ahmednagar...	A.-M. High School	(1)	(266)	(243)	(199)	849	...	...	...	...	...	...	849	3 7 11	3 7 11
	A.-M Normal Class	(1)	...	...	...	136	...	...	...	...	...	...	136	.....	...
	Education Society's High School...	(1)	(360)	(333)	(289)	575	...	...	...	...	...	...	575	1 11 8	1 11 8
	A. M. Girls' Boarding School ...	(1)	(201)	(200)	(186)	287	...	...	...	...	...	...	287	1 7 0	1 7 0
	S. P. G. M. High School	(1)	(39)	(37)	(34)	...	...	...	...	...	...	...	...	.....	...
	A. M. A.-V. School, Ráhuri ...	(1)	(63)	(62)	(60)	...	...	...	...	...	...	208	208	3 5 8	...
	S. P. G. M. Industrial School ...	(1)	(60)	(54)	(51)	279	...	...	...	...	...	496	775	14 5 8	5 2 8
	S. P. G. M. Girls School ...	(1)	...	...	...	7	...	...	...	...	...	...	7	.....	...
Násik ...	C. M. S. A. V. School, Sharanpur .	(1)	...	...	...	44	...	...	...	...	...	...	44	.....	...
Ahmedabad ...	Mission High School, Ahmedabad.	(1)	(156)	(171)	(134)	...	...	...	...	...	...	...	...	.....	...
Surat ...	Avabai High School, Bulsár ...	(1)	3 (17)	3 (22)	3 (17)	52	...	...	...	...	...	...	52	2 1 3	2 1 3
Thána ...	Middle School Thána	(1)	(104)	(87)	(77)	6	...	...	...	...	...	...	6	0 1 1	0 1 1
	Do. Kalyán	(1)	(70)	(84)	(72)	15	...	...	...	...	...	...	15	0 2 10	0 2 10
Dhárwár ...	Basel Mission High School ...	(1)	1 (27)	1 (25)	1 (22)	...	...	...	...	...	...	...	...	.....	...
	St. Joseph's School, Dhárwár ...	(1)	(23)	(25)	(21)	...	...	...	...	...	...	...	...	.....	...
	Victoria High School, Dhárwár ...	(1)	(35)	(33)	(26)	...	...	...	...	...	...	...	...	.....	...
Belgaum ...	Methodist Episcopal Mission High School, Belgaum	(1)	9 (221)	6 (195)	5 (159)	...	...	...	...	...	...	...	...	.....	...
Kolába ...	Free Church Mission High School, Alibág	(1)	(222)	(203)	(181)	...	...	...	...	...	...	...	...	.....	...
Ratnágiri ...	S. P. G. Mission High School, Dápoli	(1)	(56)	(55)	(44)	...	...	...	...	...	...	...	...	.....	...
	United English School, Chiplún ...	(1)	(37)	(60)	(53)	...	...	...	...	...	...	...	...	.....	...
Karáchi ...	Sind Madressah	(1)	(375)	(382)	(263)	...	...	...	...	...	...	...	...	.....	...
	E. E. Convent School, Karáchi ...	(1)	(182)	(171)	(145)	...	...	...	...	...	...	...	...	.....	...
	Church Mission High School ...	(1)	(114)	(118)	(92)	...	...	...	...	...	...	...	...	.....	...
	Pársi Virbaiji School, Karáchi ...	(1)	(89)	(84)	(75)	...	...	...	...	...	...	...	...	.....	...
	Kotri School	(1)	(15)	(15)	(15)	...	...	...	...	...	...	...	...	.....	...
Hyderabad ...	N H. Academy, Hyderabad ...	(1)	(585)	(537)	(467)	243	...	...	...	...	...	...	243	0 6 10	0 6 10
	Nava Vidyalaya High School ...	(1)	(473)	(477)	(402)	245	...	...	...	...	...	...	245	0 8 3	0 8 3
	New English School, Hyderabad...	(1)	(113)	(119)	(110)	...	...	...	...	...	...	...	...	.....	...
	Church Mission High School ...	(1)	(69)	(56)	(44)	...	...	...	...	...	...	...	...	.....	...
	A. V. School, Bhiria	(1)	(116)	(103)	(89)	...	...	...	...	...	...	...	...	.....	...
	Do. Bhelani	(1)	(24)	(20)	(18)	...	...	...	...	...	...	...	...	.....	...
	Do. Pad Idan	(1)	(37)	(39)	(34)	...	...	...	...	...	...	...	...	.....	...
Sukkur ...	V. J. Technical Institute, Sukkur.	(1)	(39)	(37)	(29)	...	...	...	...	...	...	...	...	.....	...
	Hopeful Academy, Shikárpur ...	(1)	(205)	(172)	(146)	...	...	...	...	...	...	...	...	.....	...
	A. V. School, Kot Sultan... ...	(1)	(5)	(5)	(4)	...	...	...	...	...	...	...	...	.....	...
	Total ...	(64)	57 (7,622)	54 (7,219)	42 (5,920)	6,988	...	...	1,939	...	...	1,593	10,510	1 7 1	0 15 5

SUBSIDIARY FORM No. 6—*concluded.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March.	Average monthly Number.	Average daily Attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions.	Endowments and other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	A.—Drawing Classes—*contd.*														
	Unaided.														
Bombay ...	Gokuldas Tejpal High School ...	(1)	(137)	(137)	(124)	...	...	...	...	...	...	240	240	1 12 0	...
	Do. Anglo-Vernacular School.	(1)	(177)	(208)	(183)	...	...	...	504	...	...	...	504	2 6 9	...
	Do. Seminary, ...	(1)	(56)	(72)	(57)	...	...	...	180	...	...	...	180	2 8 0	...
	Tutorial High School	(1)	2 (37)	2 (37)	2 (22)	...	...	...	...	...	...	...	...	.....	...
Karachi ...	Hindu Academy, Karachi ...	(1)	(141)	(112)	(92)	...	...	...	...	...	...	...	...	.....	...
Hyderabad ...	Special Drawing Class, N. H. Academy	(1)	(46)	(41)	(18)	...	...	...	...	...	...	...	...	.....	...
	Total ...	(6)	2 (594)	2 (607)	2 (496)	...	...	...	684	...	...	240	924	1 8 3	...
	Total, Drawing Schools ...	3 (136)	294 (19,586)	297 (18,945)	190 (15,900)	11,165	18	433	2,781	1,298	...	1,823	17,518	0 14 7	0 9 3
	B.—Special Schools.														
	Government.														
Bombay ...	Veterinary College, Bombay ...	1	111	98	81	41,556	...	...	5,220	...	...	...	46,776	477 4 11	424 0 8
Poona ...	Do. Lectures, Poona ...	(1)	(53)	(52)	(47)	3,055	...	...	...	...	...	...	3,055	58 12 0	58 12 0
	Total ...	1 (1)	111 (53)	98 (52)	81 (47)	44,611	...	...	5,220	...	...	...	49,831	305 9 8	278 0 1
	Aided.														
Bombay ...	J. N. Petit Gymnasium	1	14	9	4	...	...	...	123	...	...	279	402	44 10 8	...
	Sir D. M. Petit Gymnastic Institution	1	111	95	60	...	...	...	728	...	54	1,397	2,179	22 15 0	...
	Total ...	2	125	104	64	...	...	...	851	...	54	1,676	2,581	24 13 1	...
	Unaided.														
Bombay ...	Gokuldas Tejpal High School Gymnasium	(1)	(52)	(69)	(49)	...	...	...	...	...	...	180	180	2 9 9	...
	Total, Special Schools ...	3 (2)	236 (105)	202 (121)	145 (96)	44,611	...	...	6,071	...	54	1,856	52,592	162 13 2	138 1 10
	Total, Other Schools ...	6 (138)	530 (19,691)	499 (19,066)	335 (15,996)	55,776	18	433	8,852	1,298	54	3,679	70,110	3 9 4	2 13 8
	Grand Total ...	72 (169)	4,963 (23,420)	4,891 (22,544)	4,063 (18,915)	3,58,997	71,693	23,123	52,476	42,217	46,520	2,40,955	8,35,981	30 7 6	13 1 5

B 1207—13

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

ON THE

PROGRESS OF EDUCATION

IN THE

BOMBAY PRESIDENCY

DURING THE QUINQUENNIUM

FROM

1902-03 TO 1906-07.

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OF THE
ROYAL ASIATIC SOCIETY

BOMBAY
PRINTED AT THE GOVERNMENT CENTRAL PRESS
1907

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1901-02 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF CHILDREN UNDER INSTRUCTION 1906-07

Gov^t Photozinco Office, Poona, 1907.

	Percentage		Percentage
Bombay Presidency	16·7	Northern Division & Cutch	19·8
Sind	14·4	Central Do	16·6
Kathiawar	23·8	Southern Do	13·2

Gov^t Photozinco Office, Poona, 1907.

	Percentage		Percentage
Bombay Presidency	18·9	Northern Division & Cutch	19·7
Sind	16·4	Central Do	19·6
Kathiawar	24·2	Southern Do	16·8

4. Thus a balance of Rs. 3,30,000 was carried over to the year 1903-1904 so that the sum available for that year was Rs. 9,30,000. Of this, however, Rs. 85,000 were withdrawn by the Government of India, leaving Rs. 8,45,000. Out of this sum Rs. 5,39,066 were spent on the completion of Training College buildings and High School hostels, Rs. 4,633 on the purchase of agricultural plots for the Training Colleges at Hyderabad and Dhárwár, Rs. 9,467 on furniture and stores. An addition of Rs. 2,30,000 was made from September to the grant to Local and Municipal Boards. This brought up the Government grant to these bodies from $\frac{1}{3}$ to $\frac{1}{2}$ of their expenditure of the preceding year. An addition of Rs. 39,000 was made to the grants-in-aid according to results. Rs. 5,000 were spent on Practising School staff, Rs. 3,600 on agricultural teachers. The salaries and office establishments of Inspectresses came to Rs. 12,386. A small unexpended balance of Rs. 1,848 lapsed to Government.

5. From 1904-1905 the whole amount of six lákhs became available for recurring expenditure only. The total yearly grant to Municipal and Local Boards made on the principle mentioned in the last paragraph for the extension and development of Primary Education comes to Rs. 4,57,370, of which Rs. 3,09,254 go to District Local Boards and Rs. 1,48,116 to Municipalities. Rs. 56,000 were assigned for grants-in-aid according to results. Training Colleges, Primary and Secondary, absorbed Rs. 47,016. Special teachers for agriculture and object-lessons and other purposes were required in the Primary Training Colleges, and Rs. 27,840 is the cost of the Secondary College. Rs. 39,614 were required for inspection charges. This includes the salaries of Inspectresses and additional Assistant Deputy Inspectors as well as the cost of the resumption by Government of the work of school inspection in the City of Bombay.

6. In April 1905 a fresh allotment of five lákhs was made for the improvement of Primary Education. In the year 1905-1906 this sum was expended as follows:—an addition of Rs. 1,00,000 was made to the grants to Local Boards. The money was given to Local rather than to Municipal Boards, because there are necessarily schools in Municipal areas, whereas in many rural districts there are none. Further, in this assignment the established principle of proportioning aid to local expenditure was abandoned. Money was given to the Boards whose resources were small while their needs were great. The balance of Rs. 4,00,000 was set aside for the purchase of land, structural improvements, etc., in the Male and Female Training Colleges of the Presidency. Of this sum Rs. 3,15,952 were actually spent. The balance lapsed to Government.

7. From the year 1906-1907 a permanent addition of Rs. 2,50,000 a year is made to the grants to Local Boards. Rs. 25,000 are added to the provision for aiding private Primary Schools in Local Board areas. One lákh is set aside for the building and equipment of Primary Schools. Any unexpended balance from this in any year will so far as circumstances permit be carried over and added to the lákh provided for the following year. Rs. 24,000 were set aside for the establishment of continuation schools, but this sum will probably be devoted to the creation of additional stipends in Vernacular Training Colleges. Proposals have been made for the expenditure of what remains, but these are still before Government.

CHAPTER II.

Controlling Agencies.

1. The general control of education is in the hands of the Director of Public Instruction, who has lately been granted an English Personal Assistant in the Indian Educational Service. In each revenue division there is an Inspector, and under him is a Deputy with Assistants for each district. Of the Divisional Inspectors three are English in the Indian Educational Service, the fourth is a Native in the General Branch of the Provincial Educational Service. During the last five years an additional Inspector has been appointed for the European and English-teaching schools throughout the Presidency and the Central Provinces besides two English Inspectresses of schools, one for Sind, the other for the City of Bombay and the Northern Division. These three officers are all in the Indian Educational Service. These three appointments of course relieve the Divisional Inspectors of a great deal of work. In the City of Bombay alone the Inspectress inspects all Anglo-Vernacular Schools for Girls besides visiting some of the Municipal and aided Primary Girls' Schools every year as the time at her disposal allows. She does similar work in the Northern Division besides taking part in the examination of the Female Training College. The Inspectresses are given no administrative powers. Their position is that of expert advisers to the Department. They possess high educational qualifications and the value of their advice will rise with their growing knowledge of the country. The Divisional Inspector, besides his work of inspection and examination, recommends grants to the Director for aided schools, supervises the work of Deputies and their Assistants and of the Training Colleges, conducts or arranges for the conduct of Departmental examinations, and is in fact generally responsible for the working of every branch of the educational system in his division except collegiate education. The Deputies are entrusted with the administrative arrangements of Local Board Schools. They are helped in the inspection of them by their Assistants and are responsible to the Inspector for the proper management of the schools in their districts. They have also to watch the administration of Municipal Boards, to inspect or examine all Primary Schools which receive State aid, and to recommend the amount of grants. In the Central Division seven officers have been added to the subordinate Inspecting Staff which now consists of 8 Deputies and 23 Assistants. In the City of Bombay a new office, that of an Assistant Deputy Inspector in Bombay, has been formed. This brings up the number of Inspecting officers in the City to four. The Deputy Inspectors who were partly subordinate to the Joint Schools' Committee are now brought wholly under the control of Government. The Joint Schools' Committee administer their own schools. Unlike other Inspecting officers, the Inspectors in Bombay City have no administrative functions. The staff is distributed as follows:—Bombay has two Deputy Inspectors with two Assistants. Of the six Mofussil districts each has one Deputy, Khándesh has five Assistants, Poona and Sátára four each, Sholápur and Nagar three each, and Násik two. In the Northern Division four additional Assistants to Deputies have been appointed—one for Ahmedabad, one for Panch Maháls, one for Surat, and one for Thána. The total number of Assistants is now 18, distributed as follows:—Ahmedabad and Surat have four each, Kaira and Thána three each, Panch Maháls and Broach two each. In the Southern Division an additional Assistant has been given to every division except Kánara. The total number of Inspecting officers has been raised from 18 to 22. The Assistants are distributed as follows:—Dhárwár has four, Belgaum, Bijápur, and Ratnágiri have each three, Kolába has two, and Kánara one. In Sind the new sub-division of Lárkhána was created in 1902 with a separate Inspecting staff of one Deputy and three Assistants. One Assistant has been added to the Hyderabad and Thar and Párkar District. The present distribution of the staff in Sind is as follows:—each district of course has one Deputy; Karáchi has two Assistants. The district of Lárkhána has three. The same number is assigned to Sukkur with the Upper Sind Frontier District. Four are assigned to Hyderabad with Thar and Párkar. Additions to the Inspecting staff would in any case have been

necessary on account of the new schools which have been opened and will be opened. But they are also necessary for another reason. Inspectors must now have leisure to study the new methods of instruction which have been introduced in schools, to explain them to the people, to teach them to the masters who have not been trained in them, and to keep those who have been trained up to the standard which they reached in the Training College. Thus in the future the character of the work of Inspecting officers, especially in Primary Schools, will be materially altered and more intelligence will be required and work of a new kind demanded of them. The Inspectors generally eulogize their subordinates for the readiness and zeal with which they have adapted themselves to new conditions. For instance, the Inspector of the Southern Division writes :—

"The employment of additional Assistant Deputy Educational Inspectors has lightened the pressure of work on the subordinate Inspecting staff and they have found more time to explain the new methods and to practically help the teachers in teaching class-subjects on correct lines. Mr. Alekar, the Deputy in Kolába, has personally ruled several of the School black boards and given practical lessons in the use of black boards generally and of the ruled squares particularly. I saw these boards in many of the Primary Schools which I visited in Kolába. Mr. Pathan has helped several of the masters in teaching object-lessons and has explained to them the principle of association involved therein. Mr. Joshi of Belgaum could take several classes and actually give lessons in teaching reading. Mr. Anikhindikar of Kánara was able to devote more attention to story-telling, recitation and drill. Mr. Savarkar of Ratnágiri had time to put the teaching of geography on correct and practical lines, and I was very much pleased with the method followed in the Vengurla and Ratnágiri Vernacular Schools, both in regard to teaching of geography and the teaching of object-lessons."

So also the Inspector in Sind reports :—

"The work done by the Inspecting officers is of an arduous and difficult nature in Sind owing to the local conditions of travel, and I have, with very few exceptions, been very pleased with the zeal, energy and ability displayed by them. To ensure a constant supervision of the village schools Mr. Wright inaugurated the policy of attaching the Inspecting officers of a sub-division to small portions of it and assigned them head-quarter stations at central places in their beats, from which they could pay frequent surprise visits to the schools in their charge. By this policy each Inspecting officer was identified with a definite area in which he could become personally acquainted with every teacher and the wants, failings, opportunities and work of every school and make himself personally responsible for the educational development of the area in his charge. This wise policy has borne fruit and the Inspectors are looked to, by the masters, as helpers and advisers and not mere dangerous critics to be hoodwinked and placated."

CHAPTER III.

Collegiate Education.

1. The most important event in the last five years has been the passing of the Indian Universities' Act. Certain suggestions for the improvement of University Education were made by a Conference at Simla at the end of the year 1901. A Commission, presided over by Sir Thomas Raleigh, travelled round India to make inquiries and take evidence. They embodied their conclusions and suggestions in a report, and finally an Act was introduced. It met with bitter opposition. It was vaguely thought that the aim of Government was to officialize the Universities and to deprive them of the independence that they had hitherto enjoyed. During the period of transition from the old to the new conditions the air was charged with suspicion and sullen discontent. Luckily that period of depression has passed away. It is found that after all our position is not very much changed, and all have settled down good-humouredly to work under the new conditions established by the Act. It was very fortunate for us that the University had at the time Lord Lamington for its Chancellor. He was liked and trusted by all classes of the Native community. Men felt certain that all reasonable representations would be listened to by him, and that all his influence would be exerted in the direction of conciliation.

2. So far as the University of Bombay is concerned the following are the chief changes introduced by the Act. Formerly there was no limit to the number of Fellows: now the number is limited to one hundred. On the other hand, the Chancellor in the old days could nominate them all: now ten must be elected by the Faculties and ten by certain registered graduates, *viz.*, Doctors and Masters in any Faculty, and other graduates who are of ten years' standing at the time of registration. During the debates on the Bill it was often demanded that the number of elected Fellows should be larger: and it is strange that few graduates have taken the trouble to register their names now that the privilege of a vote has been given to them. The number of *ex officio* Fellows may not exceed ten. At present there are five—the Chief Justice, the Bishop, the Members of Council, and the Director of Public Instruction. Provision has been made for the presence both in the Senate and the Syndicate of a certain number of teachers, and the Director of Public Instruction is now an *ex officio* member of the Syndicate. This involves no very serious change. The Director was always elected when he cared to serve, and Principals and Professors who were really esteemed seldom failed to enter the Syndicate if they wished, and were always nominated to the Senate. Fellows are now nominated or elected for a limited period instead of for life, though there is nothing to prevent their re-election or re-nomination. If any Fellow does not attend at least one Senate meeting in the year the Chancellor may declare his office to be vacated. More precise conditions have been laid down for affiliation, the general aim of them being to secure that Colleges shall be well staffed and well equipped, and that due provision is made for the care of students and the maintenance of discipline. The necessity of providing for the supervision of College students in hostels has not been overlooked in this Presidency. Where formerly the Senate granted affiliation subject to the sanction of Government, affiliation is now accorded or refused by Government on a review of the representations of the Senate. Lastly, provision is made for the periodical inspection of Colleges. The University, which for some years had received no grant from Government, received during the three years ending 1906-1907 sums amounting to Rs. 43,000 from the Government of India for University purposes and an additional grant of Rs. 15,000 has been promised for each of the two years that follow. Of the sums received part was spent in meeting the cost of inspection, part in defraying the expenses of Fellows travelling to Bombay to attend University meetings. The rate of payment is that fixed by Government for its own officials. The balance of the grant has been invested in Government paper and placed to the credit of the University. Further, each aided College has received an allowance of Rs. 30,000 which in the next two years will be raised to Rs. 50,000. The object of this grant is to enable them to remedy the defects brought to light by inspection, and generally to bring themselves up to the standard required by the new Act.

3. The first inspection was made by a Committee specially appointed by the Syndicate in the latter half of 1906. The main result was, I think, to reveal, except at St. Xavier's and Baroda Colleges, a general and serious deficiency in scientific equipment with respect alike to staff, space and apparatus. In some cases Colleges were found to be without residences for Professors or students, and in the smaller Colleges the salaries offered are too low to attract really good teachers in any subjects. The Imperial grants are being used by the advice of the Syndicate and with the sanction of Government to remove these defects so far as possible. The Inspection Committee also presented a special minute showing that in some cases Colleges had been very lax in the matter of enforcing the regulations regarding attendance. On this and other matters special instructions have been issued by the Syndicate.

4. There has been a general revision of regulations, and the following are the main changes that have been introduced :—

The distinction of being appointed to more than one Faculty is now reserved for Fellows with special personal qualifications which must be stated to the Senate and recorded in the minutes of their meetings. The limit of age for Matriculation has been raised to 16. This was a very wise measure. It will counteract the natural tendency to rush boys through the school standards. I could have wished that the limit had been placed higher still, but at any rate something has been done to prevent the introduction of immature children to University life and studies. Every candidate for Matriculation must now be examined in a vernacular or an alternative paper in English. This second paper in English will of course be taken by Europeans and Eurasians and possibly by some Pársis. Only those schools which are recognized as fulfilling certain prescribed conditions are now allowed to send up candidates for Matriculation, and if any candidate applying for permission to present himself for the examination has attended a recognized school or schools during the nine months preceding his application must be countersigned by the Head Master or Masters of the school or schools. Candidates who have prepared themselves *privately*, *i. e.*, who have not attended any school at all, must appear for the preliminary examination of some recognized school and forward their applications through the Head Master of that school, the Head Master verifying the applications and recommending them as suitable candidates for the examination. Those " private candidates " who have at any time attended a recognized school must also submit leaving certificates from the Head Master of the school which they last attended. Formerly all that was required of a private candidate was that his guardian should assent to his application and certify to his good character. Students of unrecognized schools and those who have lived or studied beyond the territorial limits of the University, *i. e.*, outside the Province of Bombay and the Baroda State, are not admitted to the examination at all. Each affiliated College is now required to submit to the Syndicate annually returns of finance, staff, and attendance. A new degree, the Bachelor of Medicine and Surgery, has been instituted. To be admitted to the course of study for this degree a student must have passed the Previous Examination in Arts. The old license in Medicine and Surgery will soon disappear. The regulations for the M.D. degree have been materially altered, and a degree of Master of Surgery has been instituted. The conditions of admission to these degrees have been somewhat altered from the old conditions prescribed for the M.D. degree, and a candidate for the Doctorate instead of being examined as formerly in the Practice of Physic, Surgery, Midwifery, and Comparative Anatomy is now given a choice between three courses—(1) Medicine, including Mental diseases and Pathology ; (2) Midwifery, including diseases of women and children ; (3) State Medicine. The examination for these two degrees is open to Medical Graduates.

5. Slight alterations have been made in the course of studies for the LL.B. degree, and in place of the old examination for Honours in Law a new degree of Master of Laws has been created. There are four alternative courses of study, and the examination is open to all Bachelors of Law of ten years' standing. A slight alteration in the form of certificate required from candidates for Law examinations has given to the heads of Law Schools the same power of enforcing discipline which is possessed by the Principal of an Arts College.

They can now, if they think fit, withhold permission from a candidate to appear for an examination. Moreover, instead of having to certify merely that a candidate has attended a certain number of lectures, they have now to certify that he has attended the appointed courses of lectures. The School Final Examination was transferred from the University to the Educational Department in 1904.

6. I pass now to an account of the affiliated Colleges. These have all at times been affected by plague. Last year the studies at Deccan College were interrupted for the first time by a scare of plague. Dead rats were found in the building. The students generally were panic-stricken and went home. The old isolation of the College was broken down, as the workmen employed on the new buildings came from the City, and I suppose that rats found harbour in the wood that was stocked in sheds near the College. Plague of course interrupts the courses of lectures, so that the best men do not do so well as they would have done in healthy seasons: and as no preliminary examination can be held in Colleges to weed out weaker applicants, all alike are sent up for examinations, and the percentage both of honours and passes is lowered.

7. Mr. MacMillan has retired from service and has been succeeded in the Principalship of Elphinstone College by Mr. Sharp who says of his predecessor that "in him the College has lost the services of a head of long experience and much sympathy." He adds that "the students have also to regret the disappearance of a very kind friend in Mrs. MacMillan." The appointment of Monsieur Louis Peltier as Lecturer in French has given great satisfaction to the College. Students of French, mostly Pársis, now form nearly $\frac{1}{3}$ of the College. A second Professor of English has been added to the staff, and also a Lecturer in Chemistry. A small Chemical Laboratory has been fitted up, to which a gas installation was lately added, and three Laboratory Assistants have been sanctioned. A house-rent allowance has been granted to one European member of the staff. The total number on the rolls in 1906-1907 was the highest that it has ever been—392. The College building is cramped, noisy, and inconvenient. For want of space, adequate scientific equipment cannot be given to the College. The question of moving it to a better site is now under consideration. Mr. Sharp complains of a tendency to rudeness on the part of some young men to lady-students, of whom the number in the College is growing, and of a tendency to rowdiness among the members of the Junior Class. He explains that "under the system by which the Previous Examination is made the qualifying test for the Medical and Engineering courses we get in our first year's class a good many students between whom and the College not much reciprocal interest or affection can be expected, since they are mere birds of passage qualifying for admission elsewhere." I may add that the Jubilee of the College was celebrated in 1906 under the Presidency of His Excellency Lord Lamington. In connection with this College I may allude to the admirable account of education in Japan published by Mr. Sharp. He was on special duty in Japan from 13th April to the end of September 1904. He travelled widely, and his book embodies the results of a most minute and comprehensive inquiry.

8. In February last Mr. Giles was appointed to officiate for the Director-General of Education. I was appointed to act for Mr. Giles as Director of Public Instruction, and Mr. Bain took my place as Principal of Deccan College. A new Professorship in English Literature has been instituted. Two large lecture rooms have been built. Of two new blocks of rooms for resident students one is completed and the other will be ready for occupation by the beginning of next term. Each will accommodate sixty-four students, and the total number of residents will be over 180. New kitchens, bath-rooms, dining-rooms, and quarters for servants are either finished or near completion. The Principal's bungalow was made rent-free towards the end of last year. A new house is being built for a resident Professor, and another will shortly be begun. Some sixty acres of ground have been added to the College compound. This will provide room for expansion in the future and will secure the College against the encroachments of noisy and disagreeable neighbours. Altogether, the College is admirably equipped except in respect of the means for advanced

scientific instruction. There is, I believe, no College in the Presidency which offers to its members a healthier dwelling, or a fuller or more varied life. These advantages are thoroughly appreciated. The struggle for admission is still keen. In spite of additions to the building it was possible last year to admit only fifty out of a hundred and thirty applicants. Mr. Bain and Mr. Wilkinson were absent from September to April 1906-1907, and Mr. Wadia and Mr. Kapadia acted for them. The difference in salaries explains the diminished expenditure from Provincial Funds. The College is to be congratulated on the appointment of Professor Wodehouse, formerly of Elphinstone College, to take my place as Professor of Logic and Ethics. Mr. Wodehouse is a brilliant scholar, and has thoroughly identified himself with the life and interests of the Under-graduates. Mr. N. J. Wadia, a graduate of the College, was awarded an open exhibition with a prize of books at St. John's College, Cambridge. He has recently taken a 2nd Class in the History Tripos, and is now reading for the Indian Civil Service. Though it happened shortly after the close of the official year I cannot but mention the great loss which the College has sustained in the death of its Librarian Mr. B. A. Sohoni. For more than twenty years he was a most faithful friend and servant to myself. He was proud of the College and never spared himself in its service. He can never be quite replaced.

9. The Principal of St. Xavier's College reports a large number of applicants for admission. Government have given the College a site for a new hostel, to be built from the Imperial grant, and also for the erection of a new Physical Laboratory. Within the limits of the existing buildings it is found almost impossible to secure the necessary stability for the more delicate measuring instruments. The heavy tram-cars which pass close to the College shake the whole building. This College, which has no equal in the sphere of Science, devotes special attention to the study of Natural History. The Principal says that "the gardens and fields in and round Bombay afford ample opportunity for the necessary field work in the Botanical Section, but for students of Geology the Konkan offers very few attractions. Hence in 1905 the Professor of Natural Science and his students made a tour through the Central and the United Provinces, and during the May holidays this year they visited Rájputána, the Punjáb and the Himalayas." The stock of apparatus in the College is constantly replenished by the generosity of a friend at home, and private liberality adds to the scholarship fund. Modern Philosophy does not commend itself to the Jesuits, and this partly explains the concentration of their energies on Science. This College is an admirably conducted institution. The discipline is strict, the instruction is careful and thorough, and the Fathers never lose sight of their pupils or cease to care for them. The Principal of the College, Rev. Father Dreckmann, is one of the oldest members of the University, and one of its wisest and most trusted advisers.

10. The number of students in Fergusson College has risen during the last five years from 243 to 500, and it maintains a high level of success in University examinations. One student, a Bachelor of Arts in the 1st Class, has passed into the Indian Civil Service. From donations the College has built and equipped a Chemical Laboratory at a cost of Rs. 23,000 and has founded half a dozen extra scholarships. A library, valued at Rs. 25,000 has also been presented to the College. The annual Government grant has been raised from Rs. 7,000 to the maximum of Rs. 10,000: and the Imperial grant is being utilized partly to build new class-rooms partly to strengthen the Physical and Biological Sections. Houses for resident Professors have been built close to the College.

11. The Principal of Wilson College, the Rev. Dr. Scott, records the large number of 553 students with an average daily attendance of 425. Though he possesses the gift of an easy and distinguished style he offers no remarks on the history or progress of his College or students. The liberality of the Government of India will render possible much needed extensions of the buildings during the next few years.

12. The Gujarát College has 209 students on its roll. It cannot be said to be well equipped. The resources at its disposal are not sufficient either to secure permanently a good staff or to provide the required material equipment. Something, however, will be done for the improvement of it by means of the Imperial grant.

13. The Principal of Sind College contents himself with the remark that "he has made no reference to any circumstances in the history of the College, as he does not know what circumstances are considered worthy of being noted in my report." The Inspector in Sind, though he has no direct responsibility for the College, is much more helpful. He says that "the number of students during the quinquennium has risen from 123 to 251. The number of Mahomedans has fallen from 10 to 6. This, however, does not show that the Mahomedans are not taking keenly to collegiate education or have deteriorated in this respect. The decrease is accounted for by the fact that members of this community have taken to other branches of higher education, and a very large proportion of them receiving collegiate education either enter the College of Science, or take Medical courses, or go outside Sind even for their Arts courses. There is a great desire on their part to specially patronise the purely Mahomedan institutions where the atmosphere is considered to be more congenial to their tastes and inclinations and more likely to create *esprit de corps*. I can safely assert that a very large number of Sindhi Mahomedans is at present attending the M. A. O. College at Aligarh and the Bahauddin College at Junágadh." Quarters for a European resident Professor near the students' hostel are shortly to be built.

14. In Samaldas College at Bhávnagar the number of students does not vary much. It is now 81. The expansion of the College is hindered by want of proper accommodation for foreign and mofussil students and by the want of teaching in Science. A new Professorship of Logic and Ethics has been created. The College suffered a great loss in the retirement of its Principal Mr. Unwala. This must be pronounced to be a very weak College.

15. The attendance at Bahauddin College at Junágadh has risen. It is now 136. The Principal gives me no information about his College beyond a table of examination results. It is characteristic of the Káthiáwár States that they don't care to make their Colleges in any measure self-supporting. The fee in the Bhávnagar College is only Rs. 24 a term. At Junágadh it is Rs. 30. The terminal fee at the other Colleges is—Elphinstone Rs. 60, Deccan Rs. 40, Fergusson Rs. 30, St. Xavier's Rs. 48 *plus* an entrance fee of Rs. 10, Wilson Rs. 36, Ahmedabad Rs. 30, Baroda Rs. 30, Sind Rs. 45, Kolhápur Rs. 40.

16. The College at Kolhápur teaches only up to the Intermediate Examination. There has been no rise in attendance. Fee receipts have fallen and consequently the expenditure of the Darbár has increased. This is partly due to the prevalence of plague and cholera. The Principal reports that "there is no circumstance in the history of the College worth recording."

17. I have alluded more than once to our deficiencies in the matter of scientific teaching. When our Colleges were founded communications were not as good as they are now and consequently the Colleges were scattered over the country. The result of this is that every College requires the equipment of a complete University and it is impossible for various reasons to provide this. A teaching Unversity is impossible, if by that is meant a University which shall give common teaching to the members of all the Colleges affiliated to it. But scientific teaching is so expensive that it cannot be given on an adequate scale in more than one place. In subjects other than Science I think there is little fault to be found with the Government Arts Colleges when each has its full staff. Unfortunately it now seems impossible to attract to India men with the required degrees. Hitherto we have generally secured first class men from Oxford and Cambridge. Now, however, the limit of age for admission to the Indian Civil Service has been raised and every man with a First in *Litteris Humanioribus* who wishes to come to India can make sure of admission to that service, which of course offers greater opportunities of distinction, higher salaries, a shorter period of service and a much higher pension than the Educational Service does. Two Professorships are now vacant in Elphinstone College and there will be other vacancies very soon. It is to be hoped that a way out of this difficulty may be found. So far I think there has been little ground of complaint as to the teaching of Languages, Literature, History, and Philosophy. It is curious to observe by contrast the unpopularity of the B.Sc. degree. The Fergusson College with its enormous numbers did not

present a single candidate during the last five years. I believe that the course is overcrowded with subjects. No one place presents opportunities for studying all the subjects which a student may desire to take up. Lastly it is thought that this degree does not lead to such profitable employment as degrees in Arts and Law. The general defect of our scientific courses, I am told, is that they are not practical enough. For instance in the matter of Biology I am told that some of the animals and plants prescribed for study are not to be found in Bombay. Some creatures can be identified only through microscopes, yet candidates say that they have not or are not allowed to use microscopes. One student declared that he had been allowed to look down the instrument but not to focuss it. The courses will shortly be revised, but our teaching cannot be what it ought to be until we have good and well-furnished laboratories, good libraries, and first rate teachers who have been trained by first rate men. This, as I have said, implies a concentration of teaching: and those students who wish to take the higher courses in Science will have to join a College situated where the laboratories are. If the teaching is to be connected with the University, the laboratories must of course be large, and though Government would no doubt contribute towards the cost they must expect to be met by large private donations. It is probable that in any case the permanent endowment of the Professorships would be a charge on Provincial revenues. If Government receive no offers of help all that they can be expected to do is to provide really good instruction in connection with one of their own Colleges. Anything of the kind on a large scale is impossible in the present buildings of Elphinstone College. In Deccan College there is plenty of space, besides the advantage of a quiet position. There are obvious reasons for preferring the Presidency College as the centre of scientific teaching if a convenient site can be found for it. All these matters are under consideration: and I am sure that Government will not shrink from the task of making the education for which they are directly responsible as good as it is possible to make it.

18. One pressing need of the University is an Examination Hall. At present we hold our examinations in a shabby *mandap* erected for the purpose every year. It is becoming difficult to find a piece of ground on which we can place this. Sir Cavasji Jehangir has very generously offered three lákhs of rupees towards the building of a Hall, and I hope this want may soon be supplied. Here, again, the chief difficulty is to find a site within the narrow limits of the crowded City of Bombay.

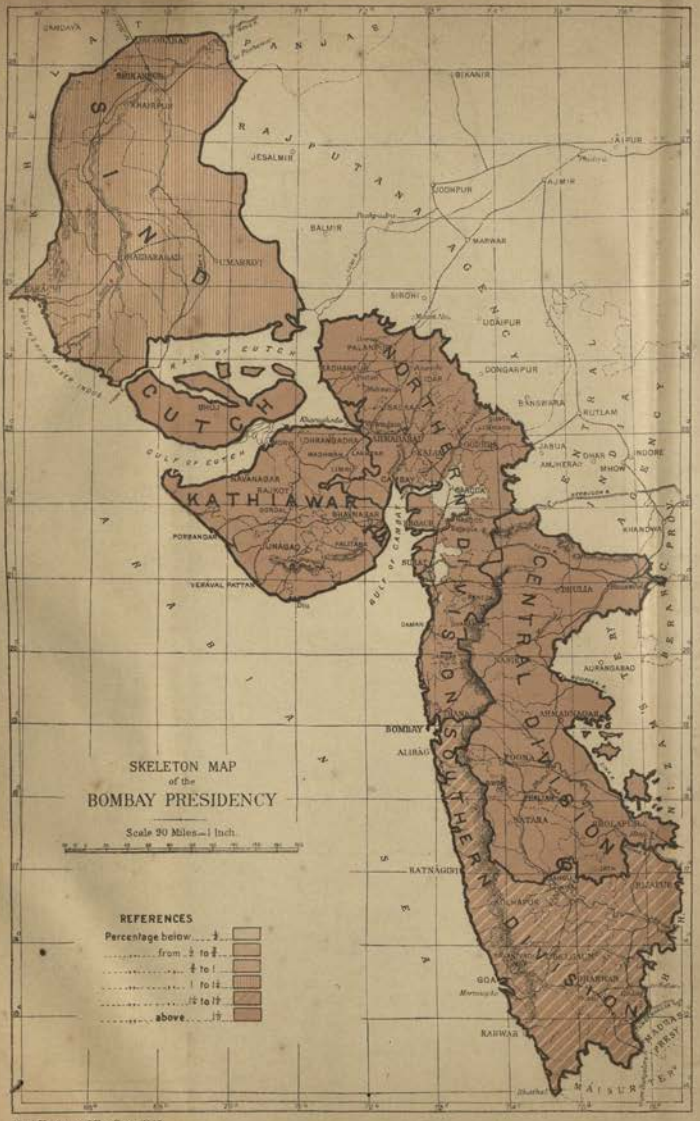
19. Lastly, I may mention that something has been done lately to put our University Library in order and make it available to scholars. We want of course a scholarly and well-paid Librarian: but at present it is beyond our power to provide the necessary salary.

20. I append a table which may be interesting.

Table showing the number of persons who took the different Degrees of the University of Bombay during the five years beginning 1st January 1902 and ending 31st December 1906.

Degrees.	1902.	1903.	1904.	1905.	1906.	Total.
M.A.	12	19	28	26	29	114
B.A.	231	194	362	276	258	1,321
B.Sc.	6	6	3	6	4	25
LL.B.	142	64	102	122	82	512
L.M. & S. ...	31	47	58	53	50	239
L.Ag.	1	2	3	6	7	19
L.C.E.	32	23	26	42	45	168
Hon. LL.D. ...	...	...	1	...	...	1

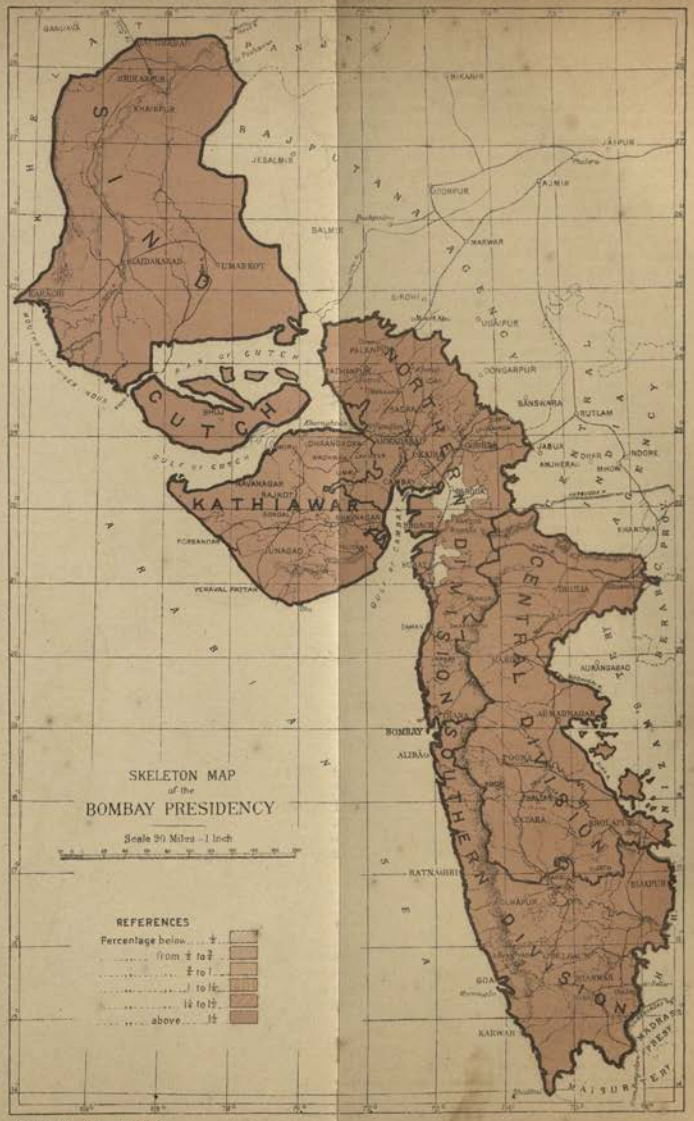
1901-02 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN



Gov^t Photozinco Office, Poona, 1907

	Percentage		Percentage
Bombay Presidency	1·8	Northern Division & Cutch	2·2
Sind	1·0	Central Do	2·6
Kathiawar	3·1	Southern Do	1·3

THE SECONDARY STAGE OF INSTRUCTION IN PUBLIC INSTITUTIONS 1906-07



Gov^t Photozinco Office, Poona, 1907

	Percentage		Percentage
Bombay Presidency	3·3	Northern Division & Cutch	2·2
Sind	2·1	Central Do	3·8
Kathiawar	3·8	Southern Do	1·6

CHAPTER IV.

Secondary Education.

1. The term Secondary is applied to all schools which teach English, the term Primary being reserved for Vernacular Schools. The course in Secondary Schools is divided into two parts, the middle, comprising standards I—III, in which instruction is through the medium of the Vernacular, and the high, comprising standards IV—VII. The schools teaching the middle course are called Middle Schools, or, in the strict sense of the word, Anglo-Vernacular. But this word Anglo-Vernacular is used very loosely. Even in the Grant-in-Aid Code it is used to include both Middle and High Schools. Similarly the term High School is applied commonly not only to schools which teach the higher standards, but to those which teach the full English course, and again the term Anglo-Vernacular is applied to schools which teach beyond our middle standards, provided that they do not teach up to the highest. The confusion may be accounted for by the fact that the middle and the high standards are more often than not taught in the same schools, while schools are often allowed to teach up to a point intermediate between the middle and the highest standard. European and English-teaching schools are of course classed as Secondary, since the medium of instruction is English.

2. The Head Masters of Government High Schools are directly subordinate to the Director of Public Instruction. He makes all appointments on the staff and the Head Masters can correspond with him direct. But as a matter of fact the Director refers all important matters affecting these schools to the Inspector for opinion. Thus the Inspector is not only required to inspect these schools, but also to be well acquainted with their circumstances and their needs.

3. In connection with these schools the most important features of the past five years are the establishment of a Training College for Teachers in Secondary Schools: the erection of some new Hostels: the constitution of a School Final Examination under the Educational Department: a revision of the Grant-in-Aid Code, the main results of which have been to substitute a new principle of inspection and examination for the assessment of grants in place of the old method of judging by results: and the enforcement of more stringent conditions of recognition as distinguished from aid. I quote in full a passage in which Mr. Lory, Inspector of the Northern Division, explains the present procedure as prescribed by the revised Code.

Applications for registration for grant must be submitted to the Director of Public Instruction through the Educational Inspector before the end of September previous to the year in which a grant is applied for. In disposing of such applications the Director considers whether the teaching staff is competent and adequate; whether the school supplies a want in the locality; how far its own resources, exclusive of fees, are adequate to meet its necessary expenditure; whether the fees charged and the percentage of free students are reasonable; and whether the money at the disposal of the Department can meet the application. All these points are enquired into by the Inspector before he submits the application to the Director. If the application is from a High School or a large and important Anglo-Vernacular School, or if it is such as to necessitate special enquiry, particularly as regards the possibility of competition with already existing schools, the Inspector visits the school himself. Otherwise the Deputy Inspector is deputed to visit the school and report to the Educational Inspector.

The school having been duly registered it will in the following year be inspected for the assessment of grant. If it is a High School or a large Anglo-Vernacular School the inspection will be held by the Inspector; otherwise by the Deputy Educational Inspector.

It is laid down that the Government grant shall in no case exceed one-third of the total expenditure or one-half of the local assets for the previous year; this is the maximum grant, and this limit can never be exceeded. In assessing the grant the following six points are taken into consideration:—

1. Buildings and equipment.
2. Attendance, including regularity of attendance.
3. Adequacy and qualifications of teaching staff.
4. Range and quality of education given.
5. Discipline and conduct of students.
6. Provision for recreation and physical exercise.

Failure to satisfy the Inspector in any of these heads entails a proportionate reduction of the maximum grant, due regard being paid to the special circumstances of each school and locality.

This system of assessment was introduced in the year 1903-04, the previous system having been one of capitation grants based on results.

On the principle that the efficiency of a school is usually in proportion to its expenditure, where grants have been assessed or re-assessed since the introduction of the new system, the grants awarded have as a rule approximated to the maximum limit, unless a marked deficiency under any of the six heads detailed above necessitated a reduction. Thus, generally speaking, any school, the generally efficiency of which could be classed as fair or better, has earned the maximum grant. It is not necessary that a school should ideally satisfy the requirements, and it is not an accepted principle that the the maximum grant should only be awarded to schools which are perfect in every respect. For perfection is unattainable, and due allowance has to be made for the difficulties against which Managers have to contend. On the other hand it is usual to look for a higher degree of efficiency in full-course High Schools, which are expected to possess adequate resources apart from their income from fees and Government grant, than in small Anglo-Vernacular Schools, in the case of which such a requirement cannot reasonably be so strictly enforced and on whose behalf it is necessary to make full allowance for local conditions. It thus happens that the grants to High Schools do not as a rule so nearly approximate to the maximum amount as they do in the case of smaller Anglo-Vernacular Schools.

Furthermore it is not admitted that any school can claim the maximum grant as a right, for consideration must be had for the amount of the funds at the disposal of Government, which are not adequate to provide for the award of maximum grants to all the large High Schools under private management, it being expected, as I have said above, that such schools shall have adequate resources of their own.

The system introduced three years ago has in practice worked most successfully. The Inspectors are glad to be rid of a mechanical system based on results and, though a certain number of Managers would perhaps prefer a full examination class by class, the new system is a more rational one and affords a better means of adequately gauging the efficiency of a school, and is calculated to offer less encouragement to cramming. It was, I believe, anticipated in some quarters that the difficulty of accurately checking the accounts of schools would prove an obstacle to the successful operation of the new method, but, although a more careful scrutiny of the returns of expenditure is now no doubt required, no difficulty has actually been experienced. Ample means exist for adequately checking the accounts, and, if the expenditure appears to be unduly large, it is always competent for the Inspector to declare that the expenditure returned is excessive for the needs of the school and to base his assessment on what he considers should be a fair expenditure for a school of the kind and quality of that under consideration. Personally, I have never had occasion to take this step in the case of a secondary school, and the returns of such schools are found as a rule to be reliable, though I have had at times to disallow expenditure which was not considered justifiable.

The grant once assessed is ordinarily continued to a school from year to year, if the conditions on which the grant was assessed are maintained. Re-assessment of the grant is admissible on the application of the Managers, provided that the Department recognises that the existing grant is inadequate, and has funds available to meet the application. Similarly, it is laid down in the Code that the grant will be reduced, after due warning being given, if it is found that the conditions on which the grant was assessed are not duly maintained, and that the school has deteriorated in general efficiency.

Before the payment of the grant from year to year it is required that the Inspector shall be satisfied that the school premises are healthy, well lighted and ventilated, and that they contain sufficient accommodation, furniture, and appliances for the instruction and recreation of the pupils attending them; that the arrangements for registering the admission, attendance, and age of pupils, for management, and for keeping accounts of income and expenditure are not defective; that the discipline and behaviour of the pupils, especially their manners, and honesty under examination, are satisfactory; that the conditions on which the school was registered are duly maintained; and that all statistical returns and formal certificates given by the masters or school managers are trustworthy.

So long as the schools conform to the conditions which have been detailed above, and observe the rules regarding registration, the admission of students, and the issue of leaving certificates, the Department exercises little interference in their management. It does not require that the appointment of new teachers should be reported or sanctioned, and it calls for no regular returns or reports except the annual statistical returns. The Managers value the privilege of managing their own institutions without being continually subjected to petty official interference, and, althouth the conditions on which the grant is given are strictly insisted on and the grant is invariably, after due warning given, reduced or withdrawn if the requirements of the Department are not carried out, the general condition of the majority of the schools, and the absence of friction which marks their relations towards the Department, afford ample testimony of the wisdom of the policy which has been hitherto pursued.

4. It will be noticed that Mr. Lory speaks with approval of the new system. It is, of course, in accordance with modern ideas, but it obviously requires great intelligence and great judgment on the part of the Inspecting Officer.

I quote once more from Mr. Lory an account of the terms on which recognition is now granted.

A school is recognised if it conforms generally to the requirements for aided schools, and agrees to submit to inspection, and to supply such returns as the Department may require. Naturally, as high a state of efficiency is not insisted on in the case of unaided schools as in the case of aided schools. Before recognition is given, however, care is taken to ascertain that the school satisfies a need in its locality, and that it charges adequate fees. The recognised High Schools are visited annually by the Educational Inspector, and the small Anglo-Vernacular Schools periodically by the Deputy Educational Inspectors. On such occasions their general registers are carefully scrutinised and care is taken to see that no boys have been admitted to the school without leaving certificates. The advantage of recognition is that it entitles the Managers to present their pupils at all public examinations conducted by the Department and to admit pupils holding Government scholarships to their schools. Since the conduct of the School Final Examination has been taken over by the Department, and attendance in a recognised school has been made a necessary qualification for that examination, the Department has maintained a closer hold over the unaided schools, greatly to the advantage of the schools, and, in the case of the High Schools in particular, the Department is vigilant to enforce the rules regarding the correct registration of age, and the taking of leaving certificates, and to see that the other requirements are complied with. Apart from the privilege of sending up pupils for the Departmental Examinations, the Managers value recognition for the protection it affords them against rival schools, and my experience is that they are grateful for any advice or suggestions made to them and welcome the visits of the Inspector.

No student may be admitted to any school recognised by Government unless he submits a leaving certificate, in the following form, from the last school attended by him :—

Name of school.

Name of pupil in full.	Caste.	Date of birth, month and year according to Christian era.	Age on the date of admission.	Date of admission to school.	Standard in which studying.	Amount and rate of fees, if any, to be recovered and the month for which they are due.	Progress in studies.	Conduct in School.	Date of leaving school.	Reason of leaving school.	Remarks.

Certified that the above information is in accordance with the school register.

Head Master.

It is required that these certificates should be filed on the school records, and shown to the Inspecting Officer on demand. In the case of schools of the same class situated in the same locality, admission may only take place at the commencement of the school term. This rule is strictly enforced both in aided and unaided schools, as well as in Government Schools, and the various schools are thus effectively protected against unfair competition. It may also be here mentioned that it is strictly required that the birth date entered in the register of the second school shall be in accordance with that entered in the leaving certificate issued by the previous school. It is thus provided that the age given by the parent when a boy first enters a Primary School is carried on from school to school, and no change is permitted without the special sanction of the Educational Inspector. At the time of their annual inspection, or other visits, the Inspecting Officers carefully scrutinise the school register for this purpose. Another point to which special attention is paid in scrutinising the general register is that all boys shall have completed the IVth Vernacular Standard before commencing the study of English. Were not special care taken this rule would be habitually broken in the towns. As it is, however, the supervision of the Department effectively prevents this being done. It is ordinarily required that a boy shall be admitted to the standard in which he was studying in his last school.

5. The following passage from the report of the Educational Inspector, Central Division, also deserves to be quoted :—

Apart from the fact that connection with the Department undoubtedly tends to system and efficiency, there is unhappily now-a-days a tendency on the part of a certain class of

politicians to proselytize among school boys. The effect upon the boys' morals of the revolutionary doctrines inculcated it is not difficult to imagine. Recognition has come in as a most useful engine in such cases. For instance one school since failing to obtain recognition by the Department and the University has had to confine itself to preaching its pernicious doctrines to Middle School Standards only, and any boys from it seeking to pass the School Final Examination or Matriculation must pass at least two years in a healthier atmosphere. I know, again, of a case in which a bogus school, started partly from political and partly from personal motives, did serious injury for some months to the Government High School in the place. In this case also directly it was known that recognition was refused the school collapsed. The same principle has enabled me to make satisfactory terms with another school which, though quite unfit to teach the High School Standards, attempted to do so with loss to its pupils and injury to the Government High School. I may add that the University always consults the Department before registering a school.

6. I will quote one more passage in which Mr. Lory describes the stages of instruction, the ages of pupils, and the rules regulating holidays.

There are seven standards in the Anglo-vernacular course. Before commencing the course a boy is required to have passed the IVth vernacular standard. Including a year in the infant class, the time required to complete the full course is thus 12 years. Among those classes of the population who most commonly avail themselves of English education most of the boys enter the infant class at the age of five.

Promotion from standard to standard usually takes place annually on the result of an examination conducted by the school staff, and is determined by the Head Master. The Department does not interfere in this matter in aided schools. An Inspecting Officer, however, will sometimes, if he finds a class considerably below the required standard, require that promotion in the following year shall be restricted. Most of the schools in the city of Bombay make two divisions of each standard, one more advanced than the other, and promote twice a year.

Most schools enjoy about six weeks' vacation in the hot weather (May-June). Some schools have a Christmas vacation of three weeks; others only take ten days at Christmas, and a fortnight or three weeks at the time of the Diwali festival. Besides these vacations, the special single holidays, including public holidays, vary from twenty to thirty.

7. Mr. Prior thinks that "on the whole it may fairly be claimed that during the quinquennium under review the standard of school life has been considerably raised and broadened. Within doors curricula, at least as far as the School Final Examination is concerned, have been made more elastic and the introduction of drawing and colour drawing, since the special fee has been knocked off and under Mr. Burns' more stimulating methods, has supplied a wholly new class of interest. But the greatest improvement of all has perhaps been the introduction of more lively and practical methods of teaching adopted by masters as a result of the impulse supplied by reading for the Teachers' Certificate Examination. With the larger output from the Secondary Training College combined with the influences already at work it is tolerably certain that by degrees vastly improved methods of instruction will become everywhere prevalent. Out of doors the adoption of inter-school matches and tournaments in games has brought about a class of interests formerly quite unknown. So much is this the case that in Bombay I have had to remind the boys that, after all, work must come first." The Inspector in Sind writes to the same effect.

8. The fee rates in Government Schools are generally Re. 1 in Standards I—III, Rs. 2 in Standards IV and V, and Rs. 3 in Standards VI and VII. In the Southern Division the rates in Government High Schools vary and tend to be rather lower than elsewhere, especially in the Higher Standards. Aided Schools are required by a new rule in the Grant-in-Aid Code to charge not less than two-thirds of the amount charged in the local Government Schools. Fifteen per cent. is the sanctioned rate of free studentships in Aided Schools. If High and Middle School Scholars are shown to have no resources beyond their scholarships, the Director remits their fees.

9. The Second Grade Public Service Certificate Examination was abolished in 1904-05 from which date the new School Final Examination has been conducted by the Department. A full and clear account of it is given in the following passage from Mr. Lory's report:—

The conduct of the School Final Examination was taken over by the Department from the University in the year 1904-05. In fixing the subjects for the examination and in determining

the methods of conducting it, it has been borne in mind that the examination is the conclusion of the education which a boy has been given in a High School, besides, incidentally, serving as a test of qualification for entrance to the lower grades of the Public Service.

There are four compulsory subjects:—Arithmetic (including Mensuration), English, Vernacular, and History and Geography. Candidates are also required to pass in one of the following optional subjects:—

Classical Languages (Sanskrit, Arabic, Persian, or Latin), Political Economy, Book-Keeping and Commercial Correspondence, Mathematics, Physics, Chemistry, Botany, Agriculture, Drawing, Manual Training, Short-hand and Type-writing.

Besides the written examination a practical examination is held in Chemistry, Physics, Botany, and Agriculture.

The object of the examination is to ascertain whether an ordinary school pupil in the highest class of a secondary school has obtained during his school course a fairly good education, calculated to fit him for the ordinary pursuits of life and for the lower grades of the Public Service, and the examination is so conducted as to supply a practical and commonsense test of this requirement. The instructions to the examiners lay down that their object should be to ascertain whether a candidate has a good general knowledge of his subjects, and they are required to set such questions as will test that knowledge in a fair way, not such as are likely to puzzle and perplex the candidate. The examiners are required to maintain the same spirit in assessing the results of the examination. Marks are not assigned, and examiners are only required to determine whether a candidate passes or fails, the general instruction given being that half marks shall be considered as the standard required for a pass.

The examination is held at the same five centres as the Matriculation Examination, one in each division and one in Bombay. The Educational* Inspectors superintend the examination, each in his own division, and are entirely responsible for the conduct of it. The papers, which are the same for all the centres, are set by officers of the Educational Department, with the exception of those in the Commercial subject, and in Type-writing and Short-hand. For the correction of the papers local examiners are appointed for each† centre, the results for each centre being assessed separately, the Superintendent at each centre checking the assessment with a view to the general standard required.

* The Principal of the Elphinstone High School is the Superintendent for the Bombay Centre.

† Except in the case of some of the optional subjects, the papers in which are sent to a central examiner.

A consolidated report on the examination is annually submitted to Government by the Director of Public Instruction, who embodies in his report the criticisms and suggestions of the various examiners. The report is issued to the public, in order that the Head Masters of schools may profit by the criticisms of the examiners and may carry out the recommendations made for the improvement of the teaching of the various subjects on the lines indicated.

The number of candidates who appeared for the examination in the year 1903-04, the last year in which the examination was held by the University, was 1,054, of whom 608 were private students. The number that appeared for the examination in 1906-07 was 681, of whom 274 were successful, giving a percentage of 40·2. The decline in the number is chiefly due to the requirement of two years' previous attendance at a recognised school. When this is compared with the number of those who appeared for the Matriculation Examination (4,009) it will be seen that in comparison with that examination the School Final Examination is far from being popular. The fact is that the vast majority of those who take up English education continue to regard the Matriculation Examination as the natural goal of the Anglo-Vernacular course. All aspire to enter the University even if they have little reasonable expectation of ever taking a degree. It is only those who are prevented by inferior qualifications or lack of means from proceeding to the University that fall back upon this examination. As one Head Master puts it, "it is still the refuse and dregs of the VIIth Standard, with a slight sprinkling of bare mediocrity, that helps to keep up the shadow of the School Final Class." The examination carries no prestige and is regarded as little else than a means of qualification for entrance to the Public Service. This state of affairs is greatly to be deplored.

The fact appears to be that the Matriculation Examination, which qualifies a young man to proceed to higher studies, cannot reasonably be regarded as a test which all boys who complete their education in a High School can be expected to pass. It is only the minority who are fitted by their intellectual attainments to fully profit by higher studies, and the common assumption, that all boys who complete the school course should be fit to proceed to the University, appears to be unreasonable. It would therefore seem fair to conclude that for the majority of boys a less ambitious test is required, and one which is within the reach of their attainments. Such a test exists in the School Final Examination. It is a test which, it may reasonably be contended, more nearly approximates to the capacity of the average school boy, and it ensures an education which is better fitted to the practical needs of life. It is however to be regretted that popular opinion continues to regard the Matriculation Examination as the natural conclusion of a school career.

10. This question of the School Final Examination is a difficult one. The Examination is unpopular. Since it was transferred to the Department the

number of candidates has fallen off, and this is not wholly accounted for by the new requirement of two years' previous residence at a recognised school. The name is not a happy one. It implies that the examination is altogether in subjects recognised in the ordinary school curriculum, which is not the case. There is not provision during the whole course for separate instruction in all the subjects prescribed, and in some of them instruction may not be given at all. Again the examination is too like that for Matriculation, so that some students can pass both examinations in the same year. People in this country do not determine their children's career when they are young and arrange their education accordingly. Every boy hopes vaguely that he may some time or other join the University, so he drifts along towards the Matriculation class, and it is only at the last moment, when he realises that he is not likely to pass or that he must give up the hope of joining a College, that he goes over to the School Final Class. Of course the literary course leading up to the University is not the best preparation for a life in business, or in an office, or for a workshop. But so long as a Matriculation certificate qualifies for admission to any course, it will be sought. For no one can tell when an unexpected chance of using it for admission to a College may present itself. If boys are to be trained for the life which they are to lead, then it is desirable that Matriculation studies shall be pursued by those only who are able and fit to join the University: and the use of the Matriculation certificate for any other purpose, except perhaps as a qualification for a mastership in an Anglo-Vernacular School, should be discouraged. We do want a course of instruction which shall be a preparation for what I may call a business career. I should like to see established in every High School two sides corresponding to the classical and modern sides in European Schools. I should like to compel boys to make the choice between the two at the completion of the middle stage, and I would make the decision final by substituting a second vernacular in the place of a classical language on the side leading up to the School Final Examination. I know that this would be expensive, and I cannot promise that it would be popular At any rate I doubt if it would succeed until it was clearly realised that to matriculate was useless for any purpose except to join the University. The real School Final Examination now is Matriculation, since the curriculum of the schools is determined by the requirements of the University. The present state of things is equally a nuisance to the University, which is called upon to examine a number of candidates with whom properly it has nothing to do: and the larger the number of candidates, the more difficult it is to make the Examination thorough.

11. In the Northern Division, if Native States are included, there is a slight rise in the attendance at Secondary Schools, but in the British Districts alone the number fell from 9,895 to 8,843. This was probably the result of plague. The percentage of population is ·0026 in the whole Division. The City of Ahmedabad has five large High Schools, three High Schools for girls, and a number of Anglo-Vernacular Schools. In Surat the percentage of population was as high as 1·22. In manufacturing and commercial cities, the slightest knowledge of English is of value. Moreover large numbers of people emigrate from the Surat District to South Africa. Thus all require a smattering of English. The consequence is that many Anglo-Vernacular schools are found in villages. In the Cities of Ahmedabad and Surat the number of boys studying the higher Vernacular standards is extremely small. In the villages and among the cultivating classes the number is increasing, and it will go on increasing now that the age limit for the Vernacular Final Examination has been lowered to 15. The increasing demand for a knowledge of English in cities and towns is a notable feature of the time. The demand must be met: and it behoves us to look very carefully to the quality of the education imparted in Anglo-Vernacular Schools. I have seen some in which the teaching was so bad that when the boys read from a book I did not know that it was my own language that they were reading. There is a Government High School in each of the six districts of the Northern Division. No District Local Board either maintains or aids a secondary school. But thirteen out of thirty-nine Municipalities, with assistance from Government, maintain Anglo-Vernacular Schools, though none of them teach the full High School course. Six Municipalities also give aid to private schools of this class.

The Surat Municipality gives an annual grant to the Government Middle School. The number of aided schools under private management and of the pupils in them goes on increasing every where except in Kathiawad. There the only private agency is Missionary, and the Missionaries concern themselves mainly with the lower castes who are naturally neglected in Native States. As to the Native States in the Northern Division Mr. Lory reports as follows :—

Certain of the Native States maintain full High Schools. These are Cutch, Palanpur, Cambay, and Rajpipla. Many others maintain Anglo-Vernacular Schools, teaching usually up to the 4th or 5th standard. Most of the Native States entirely control their own educational affairs. They conform generally, however, to the rules of the Educational Department with which they are in more or less close contact. The Educational Inspector periodically inspects most of the High Schools and larger Anglo-Vernacular Schools, and my experience is that the States are always glad to welcome visits from him and value any advice that he may have to offer them. The educational systems of some States, however, are under the control of the Educational Department, and their Anglo-Vernacular Schools are administered by the Educational Inspector through the Deputy Inspector. No additional expenditure is incurred without the consent of the States, and every opportunity is taken to consider the wishes of the State authorities in making appointments and in all matters regarding the schools, and the Political Agents are freely consulted.

Many of the schools, which are now administered by the States themselves, were formerly under the control of the Department, and the tendency is towards relinquishing control in favour of the States. Thus during the past five years, following upon the transfer of the Radhanpur schools to the management of the State, the schools of the Palanpur and Idar States have been similarly handed over, and the only schools which are now directly controlled by the Department are those of the Thana Circles of the Palanpur and Mahi Kantha Agencies, and those of the Rewa Kantha.

Generally speaking the condition of these schools is eminently satisfactory. The States take a pride in maintaining well-appointed schools, though in some cases the salaries paid to the teachers are somewhat meagre.

12. In the Central Division the number of pupils has risen by 4,000. There are six Government High Schools and two Government Middle Schools. There is no Anglo-Vernacular School under a District Local Board, and those maintained by Municipalities fell off owing to want of attendance or funds. There is a Municipal High School aided by Government at Pandharpur, and another also aided by Government belonging to a Society at Ahmednagar. The High Schools in the Native States of Bhor, Phalton, and Aundh are not good. That at Bhor is the best. The Aundh school had only six scholars at the end of the year. There are ten unaided High Schools and 17 unaided Middle Schools. All but one are recognised and are doing fairly well. Some of them, such as the new High Schoool in Bombay, are in some respects model institutions.

13. In the Southern Division, including Native States, the attendance has risen from 7,304 to 8,574. Taking boys alone, the percentage on the male population of school-going age has risen from 1·3 to 1·6. Owing to the conversion of 5 Middle Schools into High Schools the number of High Schools has risen from 17 to 22. Of these, five are Government, one, at Hubli, Municipal, six in Native States, six aided, and four unaided. Of these four three teach standards VI and VII only. Missions have schools at Belgaum, Dharwar, Alibag, and Dapoli.

14. In Sind, too, the attendance has risen. The number of Mahomedans has more than doubled. "The special efforts," writes the Inspector, "and perseverance of the Revenue and Educational Officials has made a distinct impression upon the mass of Mahomedan apathy and lethargy and even antipathy towards English education, and well-equipped, well-staffed special institutions for Jamindárs' sons in the Mofussil and for the Urban Mahomedans in the towns are springing up in various parts of Sind."

15. I may say in passing that the Educational Officers in every Division gratefully acknowledge the very real sympathy, help and support extended to them by the Revenue Officials.

16. Of the six High Schools in the Northern Division that at Thána alone is in what was originally a Native house. The other five have handsome buildings specially constructed. The total cost of these was Rs. 3,09,663, of which a lakh and a half was given by private individuals and Municipalities. The finest of

all is that at Ahmedabad. It cost a lakh of rupees, of which Sheth Chinubhai Madhavlal, C.I.E., gave Rs. 41,000. The buildings are generally constructed with a central hall with the class rooms stretching away in a single line on either side and flanked by a wide pillared verandah, with a plinth of from two to four feet. Besides a separate class room for each class, the schools generally have a Laboratory, a room for the staff, and one for the Head Master. All the High Schools and almost all the Anglo-Vernacular Schools in Native States have also handsome specially constructed buildings. The same is true of two or three of the aided High Schools, notably the Bai Avabai High School at Bulsár and the I. P. Mission High School at Ahmedabad. The Government High Schools are fortunate also in that all have compounds of from two to four acres in extent. In the Central Division the buildings of the Government High Schools in Bombay and at Sholápur and Dhulia are good. The rest are in wádás or houses adapted to school purposes. The worst buildings are those of the High School at Násik and the Camp School in Poona. Municipal Anglo-Vernacular Schools are, as a rule, fairly well-housed. The buildings of the Middle Schools in Bombay are not generally suitable for school purposes. The Anglo-Vernacular Schools in Native States have all fine buildings. The schools of Missionary bodies too, built mostly by aid of Government, are good. The buildings of unaided schools are generally inferior and overcrowded. The Poona and Dhulia High Schools, in particular, badly want play grounds. Many of the school buildings in the Southern Division are in need of extensions and alterations, and some of them too are without playing fields. In Sind a school, which is to cost a lakh and a half, is being built for the Nava Vidyalaya High School at Hyderabad.

17. Lastly, the matter of equipment has not been neglected. I quote from Mr. Prior :—

> In the majority of schools, Government, aided, and unaided, most of the furniture is still of an old and faulty pattern. Boys are made to sit for hours on benches without backs and of uniform height so that the feet of smaller boys cannot even reach the ground. Moreover perched thus, they are made or encouraged to scribble down innumerable 'notes' in pencil thus doing their best to injure at once their eyes, their spines, and their lungs. The desks also are generally of uniformly badly proportioned height, and are purposely set at such a distance from the benches that boys may be able to stand up freely to recite. It is unsatisfactory too to find that much of the new furniture supplied is of as bad a pattern as the old. Mr. Fraser deserves the best thanks of the Department for having repeatedly drawn attention to the subject. Under his advice some dual benches and desks of different heights and of special designs have been supplied to the Elphinstone Middle School.

18. I have been careful to consult Mr. Fraser whenever I have received applications for new furniture. I remember that on one occasion he told me that what it was proposed to buy for a Government High School combined all the faults which it was possible for school furniture to have.

19. In the Native Province of Káthiáwád the attendance in Secondary Schools has risen by 1,242. Of the 59 Secondary Schools about one-fourth are High Schools and about one-half of the pupils are in them. The progressive increase of schools and pupils is due to the need of English both for Government service and for commercial occupations. The report of the Inspector on the aided and unaided schools is on the whole unfavourable. In the Agency and Native State schools discipline is well maintained on the lines laid down for British districts. The service of teachers is not pensionable, though there is a Provident Fund to which they may contribute.

20. It appears to me that the greatest achievement of the last five years has been the reported improvement in the methods of teaching. If we are really succeeding in making our teaching intelligent and interesting we shall do very well. Our chief wants are more hostels, more play-grounds, extensions of school buildings, some improvement in the scale of the Masters' pay, and additions to the staff of some schools. Hostels make for physical well-being and strictness of discipline. A play-ground removes the temptation to loaf about in the streets of cities.

21. I append a table which may, I think, be of interest as showing the progress of Secondary Education during the last ten years.

		1896-97.		1901-02.		1906-07.	
		Schools.	Pupils.	Schools	Pupils.	Schools.	Pupils.
Boys	High School ...	89	15,856	105	25,419	114	31,842
	Middle School .	314	17,022	322	17,978	331	20,450
Girls	High School ...	20	1,657	21	2,327	22	2,535
	Middle School .	43	1,629	46	2,809	50	3,161
Total ...		466	36,164	494	48,533	517*	57,988*

*These figures include the following :—

	Schools.	Pupils.	
Native States .	139	11,761	These are approximate figures.
Mission ...	135	15,832	

22. The establishment of the Training College for Secondary Teachers in 1905-06 is an important event. Of course it is as yet too soon to pronounce on the effect of Mr. Fraser's teaching. I have no doubt that it will be considerable. He is devoted to his work, and his pupils are devoted to him. By education, by experience, and by temperament Mr. Fraser is admirably fitted for his post. He is an Oxford First Class man. He has had experience of teaching both as a school master in England and as a College tutor in India. Before he came out he had a Cambridge Diploma for teaching, and lately he has travelled in Germany for the express purpose of studying educational methods there. In particular he has in his College adopted a somewhat new method, which he calls the Direct Method, of teaching a language. The main feature, I believe, is the substitution to a considerable extent of conversation in the earliest stages for mere reading and translating from books. The following note, which Mr. Fraser has kindly written for me, will make clear what the aim and work of his College is.

The Secondary Training College was opened in January 1906, the Principal being Mr. J. Nelson Fraser, the Vice-Principal, Mr. D. H. Vachha. It is accommodated in the Elphinstone High School buildings, the Educational Library in the adjoining Middle School being also placed under the charge of the Principal. The students include seventeen graduates selected to receive Government stipends, and twelve non-graduate masters, already in service, sent up for training. The College undertakes to train five men annually deputed by the Aided Schools; in 1907 two such men were present.

The students are actually under instruction about eighteen hours a week. They attend lectures on Method, Psychology, and the History of Education; and they are taught Elocution and Drawing. Most of the time of the staff, however, is spent either in Demonstration or Criticism Lessons; especially, during the second term, in the latter. The students are required to do as much teaching as possible, under supervision, the amount actually accomplished being perhaps during the second term six hours on an average for each student.

The work in literary subjects has been the province of the Principal. It has been made a principle to devote most of the time to work with the youngest classes, as any improvement in School Methods must depend on the foundations laid here. The subjects of English and Geography have received special attention. As Geography work at this stage must be in the Vernacular, a class has been taken by the Principal twice a week at the Indo-British Institution, where a course of Object Lessons has also been given. In English, half the students have been specially trained to conduct work on the Direct Method.

The students have been required to write one exercise a week, and a high level in handwriting has been secured. They have also been taught a little practical work in the production of relief maps, a kind of work which it is intended to develop.

They have been taken out on numerous excursions; to the Natural History Museum, Elephanta, the New Dock Works, the Gas Works, the Victoria Memorial Blind School, the Cathedral and Scotch Church, the P. & O. S. S. *Persia*, the Grant Medical College Museum, the G. Morarji Cotton Mill, and elsewhere. It is intended both to widen their ideas and teach them how to conduct such excursions with their own pupils.

To sum up the chief defects noticed in the new comers, they are, first, imperfect sympathy with the position and needs of their pupils; and, secondly, inability to use their voices in a pleasant and effective manner. We have attempted to make them realise that their first thoughts must be with their pupils, and their own effect on their pupils' minds; and we have

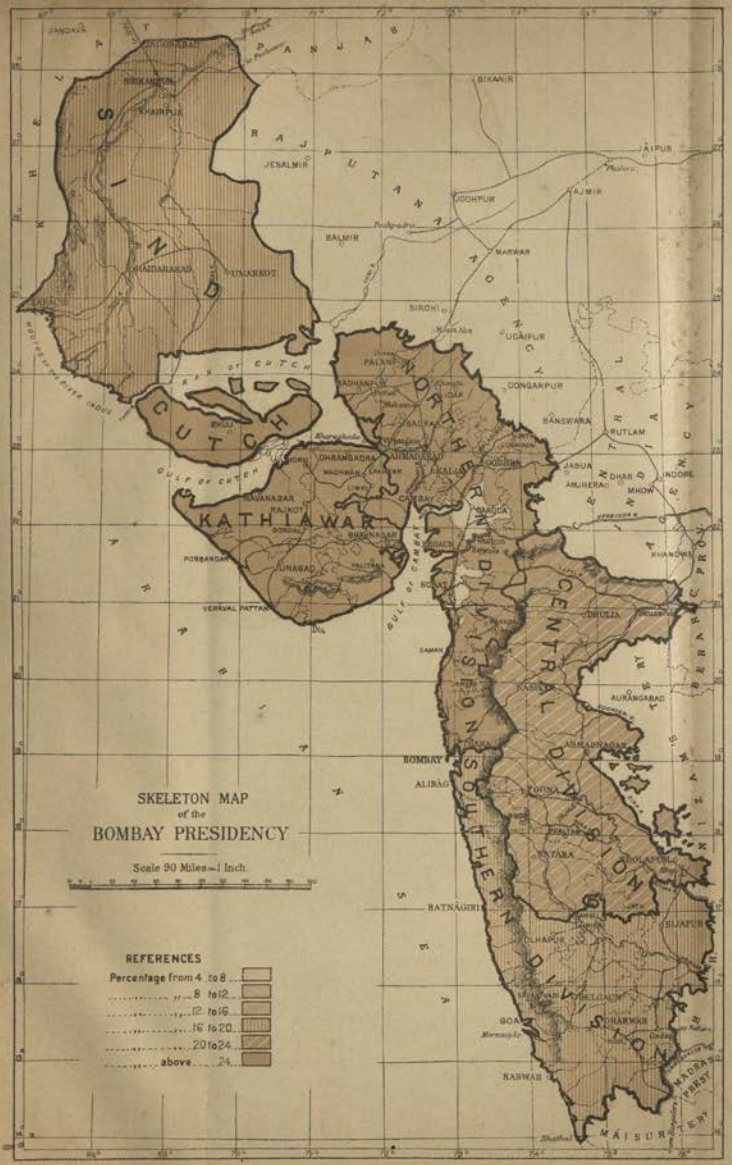
tried to improve their technique. They have shown themselves responsive to these efforts, and our relations have always been thoroughly cordial. A small Cricket Club has been formed under the guidance of the Vice-Principal and athletic members of the College encouraged to play.

Mr. Vachha has done some work in the vernacular in the middle school teaching English translation in Standard II. He has also taken charge of the Mathematical and Scientific work.

Two lectures a week, in the evening, have been thrown open to all teachers in Bombay. It is intended in this way to offer to the Aided Schools a course which in a few years will have gone over all subjects of interest to teachers. The attendance however has hitherto been most disappointing.

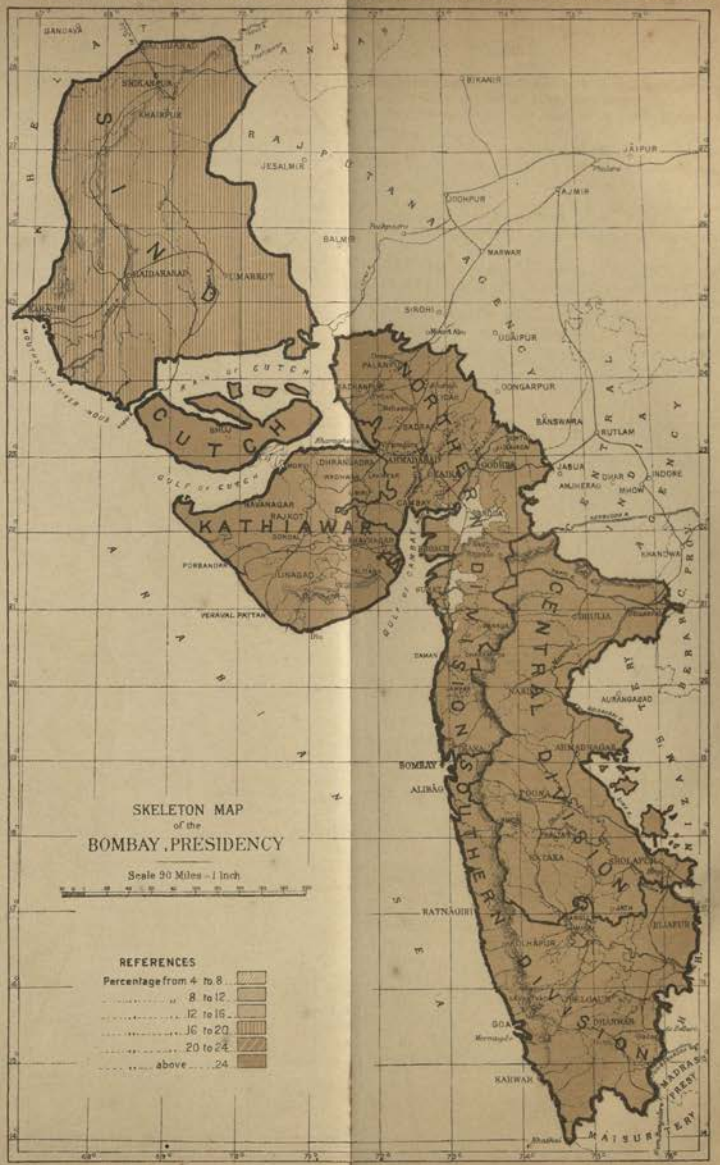
I may add that the seventeen students receive stipends and bind themselves under a penalty to serve Government for three years. Two stipends of Rs. 50 are reserved for M.As.: the value of the rest is Rs. 30. It is intended in future that those who pass out of this College shall at once be given permanent Masterships in High Schools. The old examination for a Secondary Teachers' Certificate will be held, if it is held at all, mainly for the benefit of teachers in aided schools.

1901-02 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN



	Percentage		Percentage
Bombay Presidency	22·5	Northern Division & Cutch	25·8
Sind	17·9	Central Do	22
Kathiawar	31·1	Southern Do	19·6

THE PRIMARY STAGE OF INSTRUCTION IN PUBLIC INSTITUTIONS 1906-07



	Percentage		Percentage
Bombay Presidency	31·5	Northern Division & Cutch	25·4
Sind	19·8	Central Do	25·3
Kathiawar	29·8	Southern Do	25·4

CHAPTER V.

Primary Education.

1. The chief incidents in the history of the last five years have been the additional grants made by the Government of India, the introduction of new subjects and methods of teaching, the extensions and improvements of Training Colleges to supply the new class of teachers required, the introduction of a new method of inspection for the assessment of grants-in-aid, and the preparation and publication of a new series of readers.

2. In the preliminary Chapter I have stated generally how the new grants were spent. The first grant, that of 1902-03, was useful, chiefly, in arresting the reduction of educational establishments owing to the impoverishment of Boards by plague and famine. I have shown that the second grant, that of six lákhs, became available for the increase of allotments to Boards in the autumn of 1903-04, and the third grant of five lákhs in the year 1905-06. I append tables which will show the actual distribution by Divisions and Boards of these two grants for the first full year for which they became available for distribution.

Statement showing the grant given to each District Local Board out of 6 lákhs.

Name of District.	Amount of grant given in full in 1904-05.	Remarks.	Name of District.	Amount of grant given in full in 1904-05.	Remarks.
Central Division.—	Rs.		*Southern Division.*—	Rs.	
Poona	8,402		Dhárwár	28,381	
Sátára	18,460		Belgaum	11,809	
Sholápur	3,355		Bijápur	12,307	
Ahmednagar	12,455		Kánara	5,566	
Násik	12,463		Ratnágiri	1,945	
Khándesh	33,153		Kolába	9,435	
Total, Central Division ...	88,288		Total, Southern Division ..	69,443	
Northern Division.—			*Sind Division.*—		
			Karáchi	5,293	
			Hyderabad	3,747	
			Thar and Párkar ...	4,492	
			Sukkur	10,581	
			Upper Sind Frontier ...	6,538	
			Lárkána	17,246	
Ahmedabad	19,321				
Kaira	25,194				
Broach	27,822				
Surat	21,082				
Thána	10,207				
Panch Mahals	.....				
			Total, Sind Division ...	47,897	
Total, Northern Division..	1,03,626		Grand Total ...	3,09,254	

Statement showing the grant given to Municipalities by Divisions out of 6 lákhs.

Name of Division.	Amount of grant given in full in 1904-05.	Remarks.
Central Division, including Bombay ...	65,040	
Northern Division	39,180	
Southern Division	25,496	
Sind	20,172	
Grand Total ...	1,49,888	
Unassigned (saving from the previous allotment and hence deducted) ...	1,772	
Net Total Rs. ...	1,48,116	

Statement showing the grant received by each District Local Board out of 5 lákhs (1906-07).

Name of the Board.	Grant received in full in 1906-07.	Remarks.	Name of the Board.	Grant received in full in 1906-07.	Remarks.
	Rs.			Rs.	
Poona District Local Board ...	20,000		Dhárwár District Local Board ...	6,000	
Sátára do. ...	10,000		Belgaum do. ...	11,000	
Sholápur do. ...	14,000		Bijápur do. ...	11,000	
Ahmednagar do. ...	16,000		Kánara do. ...	11,000	
Násik do. ...	10,000		Kolába do. ...	8,000	
Kháudesh do. ...	10,000		Ratnágiri do. ...	23,000	
Total, Central Division ...	80,000		Total, Southern Division ...	70,000	
Ahmedabad District Local Board.	13,000		Karáchi District Local Board ...	8,000	
Kaira do. ...	13,000		Hyderabad do. ...	9,000	
Surat do. ...	12,000		Thar and Párkar do. ...	2,000	
Panch Maháls do. ...	12,000		Sukkur do. ...	10,000	
Thána do. ...	10,000	No grant was given to the Broach District Local Board out of 5 lákhs.	Upper Sind Frontier do. ...	1,000	
			Lárkána do. ...	10,000	
			Total, Sind ...	40,000	
Total, Northern Division ...	60,000		Grand Total ...	2,50,000	

3. I may exhibit the financial position in another way thus:—

Between 1896-97 and 1906-07 the allotment from Provincial Funds to District Local Boards has risen in the Central Division from Rs. 1,85,191 to Rs. 3,69,436, in the Northern Division from Rs. 1,58,793 to Rs. 3,21,096, in the Southern Division from Rs. 1,83,011 to Rs. 3,19,442, and in Sind from Rs. 97,677 to Rs. 1,68,716. The corresponding figures for Municipal Boards are: in the Central Division from Rs. 74,968 to Rs. 1,41,913, in the Northern Division from Rs. 44,646 to Rs. 82,318, in the Southern Division from Rs. 32,572 to Rs. 58,176 and in Sind from Rs. 28,788 to Rs. 46,774. It will naturally be asked—what is the result of this increased expenditure? It is shown in the following table:—

Primary Schools.

	Year 1896-97.		Year 1901-02.		Year 1906-07.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Local Board—						
Boys	3,980	243,514	3,795	206,984	4,916	250,602
Girls	130	6,954	145	7,214	280	11,792
Total ...	4,110	250,468	3,940	214,198	5,196	262,394
Municipal Board—						
Boys	565	71,547	547	69,058	670	75,832
Girls	166	11,426	170	11,600	235	17,896
Total ...	731	82,973	717	80,658	905	93,728

4. It will be interesting further to know what the state of Primary education is now compared with what it was in 1895-96 before the beginning of Plague

and Famine. The following table shows the position in that year, the last of our prosperous years:—

	Under District Local Boards.		Under Municipal Boards.	
	Schools.	Pupils.	Schools.	Pupils.
Boys	4,004	239,148	555	77,178
Girls	128	6,483	162	12,150
Total ...	4,132	245,631	717	89,328

These figures show an increase, spite of the ravages of ten years' plague and famine, of 1,064 schools, and 16,763 pupils under District Local Boards and of 188 schools and 4,400 pupils under Municipal Boards. I wish particularly to call attention to the increase in the number of Girls' Schools and Girl pupils, because the Government of India specially ordered that a considerable portion of the new grants should be spent on the extension of female education.

5. So far I have given figures in the lump for the Presidency. But the inhabitants of each division may also care to know what local advance there has been in the last five years.

In the Central Division the number of schools for boys has risen from 2,031 to 2,554, *i. e*, by 523, and that of pupils from 122,944 to 144,835, *i. e.*, by 21,893. Under Local Boards the increase is 431 for schools, and 14,111 for pupils; and under Municipal Boards 50 for schools and 3,970 for pupils. The number of aided schools has risen from 333 to 363, and the number of pupils has increased by 2,671. This is largely accounted for by Missionary activity in Nagar. The number of unaided schools, including indigenous schools, has risen from 69 to 72, and the number of pupils in them from 2,986 to 3,494. In Native States the number of schools has risen from 119 to 128.

There are also in the Central Division certain private institutions with regard to which it is difficult to get accurate statistics. The number of these schools is returned as 456 with an attendance of 15,729 pupils. They are divided in the statistical returns into the following classes: (1) Advanced institutions teaching (*a*) Arabic and Persian, (*b*) Sanskrit, (*c*) any other Oriental classical language. (2) Elementary institutions teaching (*a*) vernacular only or mainly (*b*) Koran only, (3) other schools not conforming to Departmental standards. Of the 456 schools 14 are advanced, 349 elementary, and the rest belong to the third class.

In the Northern Division the number of schools for boys rose from 1,822 to 2,057, *i. e.*, by 235, but the number of pupils decreased from 118,651 to 116,520, *i. e.*, by 2,131. The decrease was due to Plague. Under Local Boards the increase is 158 for schools and 1,932 for pupils, and under Municipal Boards the number of schools has increased from 145 to 193, but the attendance fell from 22,179 to 21,900. The number of aided schools has risen from 79 to 102, but the number of pupils decreased by about 1,100. They are mostly Missionary. There is also a slight increase of six under Native States and Unaided. The number of new Local Board Schools is 207, including 49 Girls' Schools. There are 65 new Municipal Schools. In private institutions there are over 20,000 pupils. Of such schools 26 teach various oriental languages. 206 with an attendance of 6,973 pupils teach the Koran only. These schools are mostly in the Broach District and are for girls as well as boys. 299 schools, with an attendance of 8,925 pupils, so far conform to our methods as to teach writing, arithmetic and reading from a book. 123 with an attendance of 3,028 pupils confine themselves almost entirely to the teaching of mental arithmetic. Schools of the last two kinds that I have mentioned are found in large numbers in cities like Ahmedabad and Surat. The teachers are paid partly in money, partly in kind. Schools of the last kind are frequented by large numbers of children who want to learn the native methods of quick reckoning for the purpose of trading as vegetable-sellers and retailers of various articles sold in the bazár. On the whole schools of the indigenous type in the Northern Division

prefer to remain independent of the Department. Speaking generally Municipal management is efficient and the condition of Municipal Schools satisfactory. But there are signs of a tendency to starve primary education.

The average salary of a trained teacher under Municipalities has fallen from Rs. 27-9-7 to Rs. 24-15-11. The Surat Municipality maintains only one school teaching the 7th standard. The Municipality of Ahmedabad has not even one. In some cases there is a lack of supervision by Managers, as well as by Head Masters over their Assistants.

In the Southern Division the number of new primary schools opened was 395; the increase in the number of pupils was 30,426.

As to private institutions in the Southern Division the Inspector reports as follows:—

"Compared with 1901-02 there has been a decline in the total number of institutions; but the total number of pupils shows a slight increase. In 1901-02 there were no schools of advanced teaching, nor any Koran schools for girls, while in the year 1906-07 there were three advanced Sanskrit teaching schools, and one Koran girls' school with an attendance of 90 and 28 respectively.

In addition to the three above-named advanced Sanskrit teaching schools started during the year, there are three other Sanskrit schools at Dhárwár, Gadag and Hubli. They do some useful work but do not want any grant. They are therefore shown under Public Unaided institutions. The Koran schools teach nothing but the Koran. Such of them, however, as consent to give elementary secular instruction, and are likely to do some useful work are selected for grant-in-aid. A majority of the other elementary schools teach only the 3 R's.

Every attempt is made to bring as many of these schools on the aided list as deserve aid on the recommendation of the Deputy Inspectors and their assistants.

The Samartha Vidyálaya, which is returned as an advanced private Institution teaching Sanskrit, is treated as a private institution and shown as such in all the annual returns for the current year. This school was lately started at Kolhápur and promises to give English Education on special lines conceived by the promoters of the institution. They propose to have a special syllabus for their school and to do most of the school subjects through the vernacular. Svadeshism (patriotism) and self-respect with a knowledge of politics will, it is said, receive due attention. The institution returned an attendance of 63 boys on 31st March 1907, and is managed by Mr. V. G. Vijapurkar, M.A., a late professor in the Rajaram College, Kolhápur."

The number of schools for boys under District Local Boards rose from 1,093 to 1,396 and the number of pupils from 56,794 to 76,937. In Municipal areas the number of such schools rose from 123 to 141 and that of pupils from 13,478 to 15,403. Owing to the opening of new Board schools the number of aided schools and of the pupils in them has fallen. In Municipal areas some aided schools have disappeared, but those, which remain, have been so improved that they show a slight increase in attendance. The number of unaided schools has risen by 5, and the number of pupils in them by 170. The aided schools in Native States have risen greatly, both in number and attendance.

In Sind the number of Local Board Schools for boys has risen from 341 to to 570, and the attendance from 16,327 to 23,759. There are 7 additional Municipal Boys' Schools with 1,158 more pupils. "The twenty-five Municipalities of Sind", the Inspector says, "have by now opened schools in the various areas of their respective jurisdictions in such numbers and situations that all children residing in Municipal limits have the opportunity of attending a conveniently adjacent Municipal School. Considering the increase in number and efficiency I have no hesitation in saying that the Municipal schools of Sind have in the past five years made great strides in improvement from every point of view. The elimination of Mulla schools giving no secular education will account for the decrease in Mahomedan attendance, especially in Native States. Among aided primary schools the most important are the indigenous schools which are divided into two classes, those in Local Board areas being called Mullah schools, and those in Municipal areas Ojha schools." The story of the Mullah schools is an interesting one, and as the facts will be new to most readers I need make no apology for introducing a long quotation from the Inspector's report with regard to these as well as to the Ojha schools, and various kinds of unrecognised schools, in this little known part of the Presidency.

"Those indigenous schools in Local Board areas commonly styled 'Mullah Schools' have greatly decreased in number during the quinquennium, and greatly increased as an educational

asset of the Province. The paradox is explained by the statement that most of the 823 aided schools of 1901-1902 were schools only in name, inasmuch as no attempt was made by them at secular education, while the 699 schools of 1907 are *de facto* schools teaching Arabic-Sindhi, and the three R.'s (at least) and steadily feeding the Local Board Schools at the same time. In like manner, the decrease in the number of pupils from 27,887 to 26,364 is distinctly satisfactory and commendable, inasmuch as the 1,500 boys constituting the deficit have left the Mullah schools, to swell the number returned as attending the Local Board schools.

In no department of educational endeavour has this quinquennium witnessed a more radical and fundamental change, and incalculable improvement, than in this; and the wise far-sighted and able policy of my predecessor, Mr. A. G. Wright, has created an educational system, and a real and solid educational asset, out of a fraudulent farce. For such the Mullah system was. A rude and ignorant rustic gathered together a herd of children into a filthy shed, or the bare backyard of his mosque, and, squatted on the ground, and without books or slates or any kind of scholastic apparatus, they droned unintelligible extracts from the Koran—when not engaged upon the intimate domestic business of the Mullah. There was absolutely no mental, moral or physical *development* of any sort in the pupils of these schools (and it would be less easy to show that there was not decided retrogression).

The first great step in the advancement of these *soi-disant* 'schools' was taken in the year 1902-1903, when the bold and drastic course of striking from off the registered list every Mullah school teaching only the Koran, and refusing to teach Arabic-Sindhi and secular subjects, was adopted; while it was made clear to every Mullah whose school remained, that his grant depended upon the quality and nature of the secular education he imparted. A policy of encouragement and conciliation was further adopted towards the remnant left (after the excision of the more ignorant, suspicious and fanatical minority), under which the experiment was tried of giving the Mullah a double grant for those boys who were sent by him to the Local Board school for secular education after he had ministered to their spiritual needs. Further, the framing of the "Mullah standards" in 1902 and their imposition upon the Mullah schools has served both as a check upon their work and as a condition of grant, while the award of Local Board grants-in-aid to Mullahs who have passed certain rural standards and taught the same in their schools has been another lever in the external machinery used for their reformation, or rather regeneration. (More potent still will be the influence of recent orders of Government by which Mullahs will be enabled to earn an enhanced maximum grant of Rs. 150. For this will induce Mahomedans in Local Board areas who have passed the Vernacular School Final Examination, or some other qualifying test, to open schools in which the work will naturally be more efficient by reason of the higher qualifications of these teachers. But this is at present matter of conjecture and prophecy only.)

The result is that it is difficult to adequately describe the improvement in the condition of this class of school, the best of which now approximate to the Local Board schools, and the worst of which are at any rate schools (which none of them were a few years ago). It is very creditable to the Deputy Inspectors and their Assistants that they have succeeded in showing this very difficult, suspicious and wrong-headed type of person that his material advantage lay along the line of secular education, and that to-day, in each district, there is a keen emulation and rivalry for the possession of the 'lungis' awarded to those whose work has been adjudged the best in the past year.

It is also gratifying that the bitter hostility of the Mullah towards the Local Board school has almost completely died away and that his change of interest and outlook has replaced antagonism by a feeling of friendship towards the institution which represents his means of increased income, inasmuch as the attitude of the Mullah towards education will slowly but surely influence the attitude of his parishioners.

It may confidently be prophesied that the next quinquennium will see many of these—once worse than worthless—Mullah schools, put on the aided list (under Chapter II of the Grant-in-aid Code), though this should not be done with undue haste, lest that standard should be lowered. Thus will the Mullah school gradually work out its salvation and rise to the level of the Local Board school, and the Local Board school will have to look to its laurels, an infinitely more desirable state of affairs than would have resulted from the policy of attaching the ignorant Mullah to the Local Board school staff as a sort of scripture-master and so rather tending to bring the Local Board school downward to the Mullah school standard and level, instead of bringing the Mullah school upwards to the level of the Local Board schools.

Of the indigenous schools in Municipal areas commonly known as 'Ojha' schools to distinguish them from the 'Mullah' schools, there is little to be said. They are generally situated in noisome slums and consist of one unventilated filthy room which is occasionally school-room, latrine and lavatory combined. The children attending them are almost exclusively of the Bania class, and the one object of the school is to teach an indispensable minimum of purely utilitarian commercial arithmetic and book-keeping in the Hindu-Sindhi character.

A certain amount of improvement has been witnessed in this class of school during the quinquennium, chiefly sanitary—(as the worst of them were simply unenterable by the Inspecting Officer)—but the only hope of *educational* improvement is that they may be improved out

of existence, as the use of the Hindu-Sindhi character is discouraged and diminishes. There is no room for expansion and improvement, as they are mere Bania-conveniences and of the very narrowest and most sordid aims, and the people who patronise them have no desire that their children shall do anything more than acquire, as speedily as possible, the art of Bania book-keeping.

The aided primary schools following the Departmental Standards have made fair progress during the last five years, while some of them (notably the Parsi Virbaiji School at Karáchi, and the vernacular branches of the Hyderabad aided high schools) are in a very satisfactory condition.

One drawback to this class of school is the omission of the Managers to take advantage of the opportunity of training their own teachers, though a notable exception is furnished by the aided schools at Hyderabad, whose Managers being influenced by a genuine interest in education (and not by a financial and mercenary purpose) are doing their best in this respect with excellent results.

The tendency is still strong, however, among the smaller schools, to staff the institution with the relations of the Manager, irrespective of considerations of qualifications and fitness, or with people whose sole claim to become teachers is their unfitness to become anything else. The steady improvement however in the Municipal and Local Board schools inevitably re-acts upon these private schools, and there is an undoubted change for the better in their equipment, housing, personnel, and notions of school management. These schools are inspected by the subordinate inspecting staff, and full reports are submitted to the Educational Inspector in Sind, who, after scrutiny of the remarks, informs the Managers that he notes various deficiencies which must be remedied on pain of reduction of grant. The greatest care is exercised in the awarding of these grants, and fraud is almost impossible.

Unrecognized Private Schools.

These are schools quite out of the pale of the Educational Department. They are small schools—specially Koran schools, in which no secular work is done, and they exist only for ministering to the religious needs of the villagers (Mahomedans in almost all cases). They are never observed by the officers of the Educational Department during their annual peregrinations in their sub-divisions. They exist in out-of-the-way places, through which the Inspecting officers never have any occasion to pass. The figures as regards these schools are supplied by the Mukhtiarkars, and the returns are never reliable. These schools move with the villagers whose place of residence is determined by circumstances absolutely beyond their control—rain, inundation, etc., etc. They are, in fact, nomadic. It is therefore absolutely impossible to expect correct returns.

They are divided into two classes:—

1. Advanced.
2. Elementary.

In the case of the former there were 13 schools with 148 pupils in 1901-02, but in 1906-07 they have been returned as 36 and 620 respectively.

The Elementary schools were 751 with 11,024 pupils in 1901-02, and in 1906-07 there were 770 schools with 10,508 pupils.

There is very little to say about these schools, except that they partake of the nature of Mulla schools, and when the Managers raise them up to a certain standard of efficiency, they are taken on as "aided indigenous schools" and receive a grant from Government.

The maximum grant hitherto offered to this class of schools has not been sufficiently alluring. But the recent decision of Government, whereby the maximum grant has been raised from Rs. 72 to Rs. 150, will, I believe, offer sufficient inducement to these schools to qualify themselves for a 'reward' from Government, and the next quinquennium will witness a revolution in these schools in point of efficiency."

6. With regard to Rural Standards the Inspector of the Central Division writes:—

"The rural or Modi Standards framed for the Agricultural Classes are largely used in village schools. Some of the Municipalities and Native States also adopt these standards voluntarily for the benefit of the agricultural or trading classes. The course covers five standards, and the main object in view is the education of the classes alluded to above in the three R's. in the first place, and also in Native accounts and something of History and Geography so as to enable a lad to start upon his career with a fair fund of information and trained intelligence. Newly opened schools are as a general rule given the Rural Standards, and schools for which the Balbodha Standards are found to be unsuitable are also made to adopt

them. Thus at the end of the year 1906-07 so many as 1,289 schools with 46,038 pupils were teaching these standards. People desirous of placing their sons in Secondary Schools, or of getting them through the Vernacular Final Examination and sending them to the Training Colleges, etc., and well-to-do men, who are desirous of giving a higher education to their sons, object to the adoption of these standards. Trained Teachers also dislike them because they do not provide full scope for the powers they have acquired at the Training College."

7. It is because an education according to these rural Standards is thought, by Hindus at any rate, not to lead up to anything that they have failed and are likely to be abandoned in Sind.

8. Mr. Lory reports that in the Northern Division they are looked down upon as inferior to the ordinary Standards, and that Táluka Boards are unwilling to sanction the introduction of them even into schools which are attended almost exclusively by children belonging to the backward classes.

9. Rural Standards for Kánarese schools were first introduced in 1902-03. The Inspector of the Southern Division reports that the number of schools teaching according to these standards and the attendance in them is gradually increasing. There are now 1,052 such schools with an attendance of 34,128 in British Districts, and 338 schools with an attendance of 11,401 in Native States.

10. The total number of Night Schools included in the total number of Primary schools for boys is, in the Central Division, 46 with an attendance of 1,172. The corresponding figures at the end of the last quinquennium were 30 schools and 716 pupils. In the Southern Division the number of schools has risen from 15 to 21, and the attendance from 345 to 613. Of the 21 schools 18 were maintained by Native States. There were also 19 Night Classes, of which 17 are in the Sávantvádi State, with an attendance of 482 pupils. The number of classes has increased by 1, and the attendance by 38. In the Northern Division there are only 24 schools with an attendance of 423 pupils. In Sind the experiment of Night Schools has been a failure. It seems that notwithstanding the increase shown these schools are not likely to succeed in rural districts. Old and young alike are worn out with the day's work in the fields by sundown. The teachers too are generally men who are tired with a day's work in school. In large centres of population where men are engaged in mechanical and industrial pursuits they may do better. I may add that in the Central Division there are two Night Schools, which are not primary, Aiyer's Night School of Commerce in Girgaum, an unaided institution, which prepares students for the London Chamber of Commerce Examinations, and St. John's Night School at Umarkhadi, which teaches the full Secondary Course and sends up pupils for the Matriculation Examination.

11. The object of the figures which I have so far given is to show firstly what extra funds have been given to Boards and what they have accomplished with them, and secondly to show what progress has been made in each Division in respect of every type of primary schools. I have heard that there is in some quarters a feeling that more might have been done with such large sums of money. But it must be remembered that, as I have said, the first grant was only intended to prevent absolute retrogression. The second did not become directly available until the autumn of 1903-04, and the third until the year 1905-06. Both were given on the distinct understanding that the previous expenditure of the Boards was not to diminish, but that the additional sums were to be used for extending and improving Primary Education. But, even thus, the money was not all immediately available for the opening of new schools. The position of actual teachers had to be improved, existing schools had to be equipped with the apparatus required for new modes of teaching, and above all provision had to be made for a supply of competent teachers. Not only had Masters to be sent up to the Colleges for retraining, but stipends also had to be provided for new pupils in the Training Colleges. I think that the table which follows will be of interest as showing the amounts contributed to stipends by Local Boards in the year preceding and the years following the first allotment of the grant of six lákhs.

Statement showing the amounts provided for Stipends to Training College Students in the Local Board Educational Budgets.

District.	For 1902-03.		1904-05.		1906-07.	
	Male Training College.	Female Training College.	Male Training College.	Female Training College.	Male Training College.	Female Training College.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Poona	1,250	600	1,250	600	1,250	804
Sátára	1,600	600	1,600	600	1,600	780
Sholápur	1,050	300	1,050	300	1,050	500
Ahmednagar	444	...	1,430	500	2,250	552
Násik	1,300	100	1,540	100	3,980	360
Khándesh	4,600	...	4,744	252	6,800	432
Total ...	10,244	1,600	11,614	2,352	16,930	3,428
Ahmedabad	880	350	880	350	1,600	400
Kaira	1,210	310	1,210	310	1,930	370
Broach	1,190	390	1,190	390	1,910	440
Surat	1,220	320	1,220	320	1,940	370
Thána	1,740	240	1,940	240	3,148	240
Panch Maháls ...	792	150	792	150	1,512	150
Total ...	7,032	1,760	7,232	1,760	12,040	1,970
Dhárwár	2,000	...	3,500	...	4,350	...
Belgaum	500	...	1,800	...	3,080	...
Bijápur	1,200	...	1,700	...	2,950	...
Kánara	900	...	1,000	...	2,120	80
Ratnágiri	450	30	700	200	1,700	200
Kolába	1,100	...	2,100	...	1,500	100
Total ...	6,150	30	10,800	200	15,700	380
Karáchi	1,250	...	750	...	930	...
Hyderabad	2,500	800	2,500	800	2,680	1,520
Thar and Párkar ...	600	...	600	...	708	...
Sukkur	1,000	...	1,360	...	1,360	...
Upper Sind Frontier ...	1,000	...	1,000	...	1,240	...
Lárkána	...	...	2,220	...	2,220	...
Total ...	6,350	800	8,430	800	9,138	1,520
Grand Total ...	29,776	4,190	38,076	5,112	53,808	7,298

12. To all these circumstances must be added the arresting influence of plague. The following tables, which give the figures for the whole Presidency, including Káthiáwár, will show how terrible its effects have been even in recent years. The figures are for Educational institutions of all kinds, but naturally it is the Primary schools which suffer most.

Statement showing the Number of Primary Schools temporarily closed on account of Plague on 31st March.

Year.	Class of School.	No. of Primary Schools.	Scholars in temporarily closed Schools.
1902-03 ...	Boys'	886	57,431
	Girls'	136	9,151
1903-04 ...	Boys'	931	60,558
	Girls'	113	6,912
1904-05 ...	Boys'	289	19,621
	Girls'	53	2,659
1905-06 ...	Boys'	116	8,847
	Girs'	28	1,525
1906-07 ...	Boys'	314	22,005
	Girls'	50	3,226

Statement showing the number of deaths from plague in the Bombay Presidency.

Year.	Teachers.	Pupils.	Clerks and servants.	Total.
1902-03	326	7,513	47	7,886
1903-04	333	7,404	40	7,777
1904-05	268	6,314	29	6,611
1905-06	91	2,133	10	2,234
1906-07	120	2,452	21	2,593
Total ...	1,138	25,816	147	27,101

The Collector of Surat reports that, when plague appears in a village, "the master is usually one of the first to take alarm, and spares no effort to get the school closed and go away."

13. As for the substitution of inspection for examination both generally and for the purpose of assessing grants, I have in the chapter on secondary education described the considerations by which the Inspector is guided. Mr. Prior, the Inspector of the Central Division, thinks that there was a good deal to be said in favour of retaining the old system of aiding by results in the case of vernacular schools. "If a boy can read and write and sum he must at least have received instruction, whereas the figures on which grants have now to be based are, in the case of these schools, often, though not perhaps fraudulently, unreliable." Of course, an old established system does not suddenly give place to a new one: and it is obvious that "the range and quality of the education given" cannot be tested without some examination. Mr. Lory correctly describes the present blending of examination with inspection and I agree with his general remarks.

Formerly all Primary Schools were annually examined by the Deputy Educational Inspectors and their Assistants, only a few schools being inspected and examined in alternate years with the special sanction of the Educational Inspector. Inspection, however, is now recognised as a more adequate means of testing the efficiency of a school, besides being of greater advantage to the school, and it can, moreover, be performed in a far shorter space of time than a full examination in all subjects. The present system presupposes the entire substitution of inspection for examination. It is, however, found that the Deputy Inspectors are backward to adopt the new method, and as a rule the old practice prevails whereby each school is annually examined in each subject. Undoubtedly the masters prefer examination, and the people generally are not satisfied unless their children are thoroughly examined in all heads by the Inspecting Officer. Both masters and people regard inspection as a slip-shod method, and an experienced Deputy Educational Inspector, who has considerable knowledge of modern educational methods, has expressed himself to me as convinced that a full examination is the only means to make the masters realise their responsibilities and to prevent them from neglecting their duties. There is, I think, no doubt a certain amount of truth in this view. It is therefore advisable to effect the change slowly and by degrees, giving time for the views of the teachers and the public to advance with the introduction of the new method. Nor are the inspecting staff altogether fitted for the duty of inspection. It is a task which requires far greater intelligence and far greater care than examination, which is an operation within the power of any person of ordinary intelligence. It is moreover a duty which throws a far greater responsibility upon the Inspecting Officer, and it is one which offers more opportunities both to the unscrupulous and to the idle officer, and does not admit of so effective a supervision of his work by his superiors. Our Deputy Inspectors and Assistant Deputy Inspectors are picked men and, as a body, perform their duties efficiently and conscientiously. Many of them however will require further training before inspection can replace examination as the common test, and some years must elapse before it can be universally adopted as the test for even the more advanced schools. For less advanced schools, and perhaps for the majority of schools under untrained Head Masters, it is doubtful if inspection can ever altogether take the place of examination.

14. The revision of the Grant-in-aid Code and its schedules has increased the number of standards from six to seven. The course of instruction in a complete school is therefore an infant class and seven classes, one for each standard.

"The infant class," I quote from Mr. Prior, "teaches the alphabet and figures up to 100, multiplication tables up to 10×10, word building, and gives instruction on simple forms, colours, etc. Interesting stories are also narrated by the teachers to the infants, and they are made to sing simple songs in unison.

Instruction in Kindergarten occupations and object-lessons, games, drawing, etc., has been introduced. The principal subjects, *viz.*, reading, writing, and arithmetic, are developed standard by standard, and the teaching of geography is introduced in Standard II and that of history in Standard IV. The whole object of the revised schedules was to make the instruction given brighter and more realistic." The general aim of the revised system was to develop children's power of observing and reasoning instead of merely forcing their memories. What measure of success has attended it? Mr. Prior says: "the realisation of the ideal is being very slowly brought about in the best schools. For instance the "short stories," which are supposed to develop the child's nascent power of composition, are very generally learnt by heart: the "object lessons," which are intended to cultivate the powers of observation, are often violently crammed in the month or two preceding inspection, and sometimes without the presence of the object at all. It is too early to criticise the introduction of the agricultural readers which, I fear, in the hands of the older teachers, who have had no practical training in the subject, will also develop cram of the most indigestible kind. On the other hand some Inspecting Officers in their enthusiasm for the "new" subjects are disposed to ignore genuine good work if produced on somewhat old fashioned lines." The Inspectors in Sind and the Southern Division give the brighter side of the picture. Mr. Wren says:—

"One convincing proof of the reality of the Local Board Master's appreciation of his professional duty exists in the excellence of the object-lessons, museums, and collections of specimens for illustration in teaching. It is exceedingly rare now-a-days to find in these schools samples of the class of teachers whose object-lessons consist of repetition of salient facts concerning the object, or the writing down of a brief description of it to be learnt by heart. In the very great majority of cases this most valuable of all lessons is what it should be, an exercise first of the power of observation, and then of that of deduction, and is doing much in the hands of these well-trained men to counteract the essentially Indian tendency to make education a thing, not of the reasoning powers, but of the memory alone and a dogged assimilation of utterly useless facts."

Mr. Karandikar says:—

"The teachers have now a fair grasp of the spirit of the new method and the children have under their guidance become more observant and accurate. Training of the senses and cultivation of the reasoning faculties have been slowly superseding the cultivation of memory and cram. At Vengurla lively and interesting object-lessons were given in my presence in Standards IV and V and I was very much gratified to see a teacher explain the construction of a wind instrument of his own making in a simple and systematic way. Mr. Pathan tells me how a teacher under instruction from him was able to make out an interesting lesson in history from the current Indian coins."

But I think that Mr. Lory writes most instructively on the matter.

The Indian child in his early years is wonderfully receptive of new ideas, and, were it possible to fully put in practice the methods laid down, there is reason to believe that the fulfilment of their purpose might be approached, if not attained. It is however the teachers, the machinery by means of which the work is carried out, that present the chief obstacle to their fulfilment. The defects commonly exhibited by the teachers can be most concisely expressed by saying that they mistake the spirit for the letter, the means for the end. To the average teacher Kindergarten is not a system of teaching but a subject of knowledge. When asked what his children know, he will reply "reading, writing, arithmetic, and Kindergarten," or, rather, he will place Kindergarten first as the subject to which he thinks that most attention is to be paid. It is thus not surprising that the new methods were at first viewed with suspicion by the people, and the complaint has not been uncommon that the children are being taught to become potters and basket-makers instead of to read and write. Such a complaint has been in part justified. The Teachers regarded Kindergarten as a paying subject and to a certain extent neglected the old subjects. The inspecting staff were no doubt partly responsible for this tendency; some of the Deputy Inspectors, and many of the Assistant Deputy Inspectors, were led away by the prominence attached to Kindergarten in the new standards and themselves fell into the error of regarding as a subject of knowledge that which was only intended to be a method. But this tendency is now far less in evidence both with the teachers and the inspecting staff. It has been continually explained to the latter that the old subjects are not to be neglected in favour of what they chose to regard as new subjects, and that the latter are a means and not an end. By degrees they have come to acquire a more intelligent perception of the object of the new standards and of the spirit underlying them. I would not have it thought that the tendency to which I have referred was universal or that the work of the schools has been altogether misdirected; far from it, from the very introduction of the new standards, there was a large proportion of masters who fully grasped and appreciated their meaning and spirit, and who proceeded to put them into practice in a singularly intelligent manner. They may have devoted unnecessary prominence to Kindergarten occupations, the novelty of which was bound to win for them special attention. But they

also made attempts to carry the spirit of the new methods into all their work, and in this many of them succeeded to a remarkable degree. I have seen teachers, particularly in the schools of the Ahmedabad District, which in point of efficiency are superior to those of any other district in this Division, whose teaching of all subjects was marked by supreme intelligence, and who showed by their methods that they really understood that the object of teaching is to bring out the latent knowledge in the children's minds rather than to force knowledge into them from without."

15. That goes to the root of the matter. If the new system has failed at all, it is because the teachers have mistaken a method for a subject of instruction. It is impossible to inspire men with a new spirit and new principle all at once: and reasonable men will not expect to see any immediate or perfect change for the better in the process of transition from old to new. There is no doubt that the new methods are unpopular in out of the way districts. People complain that the School room is being turned into a play room. Kindergarten proper, as distinguished from object lessons, is confined to the Infant Class and the First Standard, and there have been instances of persons engaging private teachers for their children or even establishing a school for them rather than send them to the Board School for the stage of instruction during which the Kindergarten method is adopted. Inspectors and Masters may do much to change their attitude of distrust and dislike by explaining to them the principle of the method and inducing them patiently to watch its results. A parent told me the other day that he had observed that his own child had learnt under the Kindergarten system at least as much as children learnt by the old method, and had learnt it more pleasantly and with less strain.

16. It is too early as yet to pronounce upon the success of the New Readers. Mr. Covernton has given, in a separate volume, an account of the aims and work of the Committee of Revision, of which he was President, and it is not necessary to repeat here what he has said. I would call special attention to Chapter V in his Book. It is unfortunate that something either in the style or matter of some of the lessons has offended religious susceptibilities. I have also heard a complaint that, although the cost of the whole series does not exceed that of the old series, yet the most elementary books are more expensive. This, of course, is a serious matter. The younger the child the sooner it destroys its books: and in the Infant Class and the First Standard a parent may have to buy two or more copies of the same book in a single year.

17. I will now give a few statistics with regard to school buildings and the general equipment of Primary Schools.

Of 1,717 Local Board Boys' Schools in the Central Division, 619 were in buildings of their own; 72 out of 272 Municipal Schools: and 72 out of 128 in Native States. About Aided and Unaided Schools exact figures are not obtainable. But large grants for building, amounting in all to over four lakhs, have been made during the five years, a grant, in the case of Primary Schools, amounting to one-half of the total expenditure. In the case of Local Board Schools a free site, in addition, is very often given. It is for consideration whether, at any rate in dry climates, some more simple, less substantial, and less expensive type of building would not serve. Perhaps too a more general employment of local contractors might be more economical. It is at any rate to be desired that more schools had convenient buildings of their own.

18. As to the equipment of schools in his Division, Mr. Prior says:—

The Government Practising School attached to the Poona Training College is now well supplied with apparatus and the school at Dhulia is also gradually being well furnished. Thus there are now wall pictures and maps, complete apparatus for the teaching of object lessons and Kindergarten, models of animals, birds, insects, apparatus for the preparation of relief maps, and sufficient provision for the usual physical exercises. It has not been possible to furnish all Local Board Schools with the kit for object lessons, and so during the quinquennium under report Central Schools—one or two in each táluka—have been organized to which the new apparatus has been supplied and circulars were issued to the surrounding masters to go to these schools and observe the use of the apparatus. This arrangement has met with some success in stimulating the interest of the teachers concerned, some of whom show considerable ingenuity in making rough apparatus for themselves.

Many of the Municipalities during the quinquennium under report furnished their schools with new furniture and the kit required for the teaching of the revised standards from the enhanced grants received from Government. Substantial progress has been made at least in the

case of the bigger Municipalities. Some have been so liberal that they are asking, not unreasonably, for a further increase to their present grants.

Native State Schools are also making efforts to bring their schools up-to-date, but progress is slow. Where the revised standards have been introduced the schools are in some cases being equipped with good furniture and apparatus.

The Aided and Unaided Schools under Mission management never lose sight of the question of equipment and in some places are really well provided. In Aided Schools under Native societies the furniture and apparatus is generally tolerable, but in Private Venture Primary Schools the furniture seldom goes beyond a table and a chair for the master and pieces of gunny for the boys to sit on! Speaking generally the revision of the Code, combined in the case of Board schools with the happy coincidence of the provision of additional funds which helped to make its provisions practicable, has led to a great advance in the equipment of Primary Schools.

19. Outside Bombay the majority of schools are Marathi, but special Urdu schools and classes are also opened for Mahomedans by the Local and Municipal Boards. Small schools with an attendance below 30 or 35 are conducted by one teacher only, and he teaches all the standards, generally two or three, and sometimes four. Good schools have one teacher for each class with an attendance from 20—30. When a class exceeds 40 it is split up into two. Physical drill has now been successfully introduced in many Primary Schools, and big schools have a good play-ground and gymnastic kit. The great difficulty is that of getting trained masters, or even masters who have passed the Public Service Certificate Examination. In the Central Division alone there are 752 teachers who have no qualification whatever. The pay is not sufficient to attract men. One-fourth of the masters in the Presidency draw only Rs. 7 a month, which is less than the wages of a peon, or even a common cooly. The maximum pay of a trained teacher is Rs. 60, but in the Southern Division there is only one man who draws this salary. The difficulty of getting teachers on the pay offered is felt most acutely in the Northern Division. It is a rich district. Better paid employment is easily found, to say nothing of the fact that large numbers emigrate. But the difficulty is in some degree felt everywhere if only because the cost of living is everywhere going up. In Poona the cost of provisions has risen so that it has been found necessary to increase temporarily the value of the stipends of the pupils in the Training College. Aided Schools are now beginning to give facilities for insurance and for investment in Provident Funds, and this will do something to improve the quality of their teachers.

20. In the Northern Division 639 out of 1,614 Board Schools are in specially constructed buildings, though some of them have to provide for an overflow in hired houses. Twenty-four new schools have been built by Local Boards, and 8 by Municipalities. The total cost of these was Rs. 1,20,000, of which half was paid by Government. Three Aided Schools have also erected buildings at a cost of Rs. 30,000, of which Government contributed half. The number of trained teachers in Local Board Schools has fallen by 73. Some died of plague, others were transferred to Municipal service. The average pay of a trained master in Local Board Schools has risen from Rs. 18-11-4 to Rs. 19-12-9. There is a slight increase in the number of untrained but qualified teachers. Their average pay is Rs. 7-7-6 under District Local Boards, and Rs. 7-9-6 under Municipalities. They begin on Rs. 7, and draw a maximum of Rs. 12 as Head Masters. The number of teachers with no qualification at all has risen from 471 to 881. That is because more men have been wanted for new schools, vacancies due to deaths from plague have had to be filled up, until the age-limit for the Examination was lowered there was a great decline in the number of candidates for the Public Service Certificate, and lastly because, as I have pointed out, better pay can be got elsewhere than in the Educational Department. It is true that in all Divisions many masters can supplement their pay by allowances for postal work. There are complaints that they give to the Post Office the time which they ought to give to school. This matter is being investigated. I believe that masters often do not confine themselves to the hours prescribed by the Post Master General, and, no doubt, the unpunctual villager expects his business to be done for him at whatever hour he presents himself at the office.

21. In the Southern Division only 40 per cent. of Board Schools have Departmental buildings of their own. The rest meet in rented buildings, temples,

chavdis, or dharmashálas. Steps, however, are being taken to allot more money for school houses. In Native States schools are as a rule well-housed. Amongst Aided Schools those that are managed by Mission Societies are generally well-housed. But the majority of Aided Schools are conducted by private persons, and are generally located in temples or private houses. The best Board School houses are equipped with apparatus, maps, charts and pictures as far as possible, and contain a collection of objects for the teaching of object-lessons. Kindergarten boxes are in many cases supplied, and a few masters have themselves constructed some cheap apparatus, and have prepared maps. Wherever possible, a small garden has been laid out and a small play ground secured.

As to teachers the Inspector reports as follows :—

"The teaching staff in Board Schools is fairly efficient and sufficient. At the end of 1906-07 there were in all 1,441 trained Head Masters and Assistants in Local Board and Municipal Schools against 1,390 in 1901-02. Sixty-five per cent. of the Board Schools are under trained Head Masters : and provision is now being made for the admission of a sufficiently large number of candidates into the Male Training Colleges at Dhárwár and Poona. The trained teachers have in a majority of cases given satisfaction. Their teaching is methodical and systematic: experiments are shown where necessary and the black board is well used. No lesson in history is given without a map, and the tables of money, weights and measures are explained and illustrated. Good figuring and good handwriting receive proper attention. No Head Master gets less than Rs. 10, and no assistant less than Rs. 7. No assistant is now appointed unless he has passed the Public Service Certificate Examination in Vernacular. About a hundred teachers were sent to the Colleges for retraining between 1904 and 1906 and they have returned to their posts with a proper insight into the new methods of teaching. More than 75 per cent. of the Native States' Schools are under untrained Head Masters, and the few trained teachers who are on the staff do not show sufficient interest, perhaps for want of proper encouragement, being in receipt of salaries even below the value of their certificates. The number of passed teachers is also very small, and most of the teachers are very miserably paid. Missionaries in charge of Aided Primary Schools are showing every where a desire to get training for their teachers either by getting them admitted into Training Colleges or by borrowing trained teachers to take charge of normal classes of their own. The Aided Primary Schools, including Aided Indigenous Schools, vary naturally very much according to the character and means of the Managers. There are in this Division 329 schools attended by 5,923 boys, which are outside the department altogether."

The education given in these schools is not very good, but we must not condemn it until we can supplant it by something better.

22. The Inspector in Sind reports that "Local Board Schools are infinitely better staffed, better housed and better equipped than they were five years ago, while an atmosphere and tone of alert and interested efficiency has replaced the former dull air of mechanical note work and vain repetition." The supply of trained masters is not yet equal to the demand, but the Hyderabad Training College has deen enlarged to admit 50 more students, the majority of whom will be drafted to Local Board Schools. In Municipal Schools the Department has been rigid in enforcing the terms of the Vernacular Masters Code as to the pay and qualifications of teachers. The Inspector does not deal with the question of pay generally, but the Collector of Larkhana remarks: "I should be glad to see a general rise in the pay of Masters both trained and untrained. They do more work for less income than almost any one and their character is a matter of high importance. I would rather see money spent on this than on the provision of handsome and commodious new buildings."

23. I have alluded more than once to the Vernacular Final Examination which has taken the place of the old Public Service Certificate Examination. The change of name is appropriate. The subjects for the old Examination were approximately those of the 6th Primary Standard. The new Examination is in the subjects prescribed for the 7th Standard. Thus it is in fact, as well as in name, a vernacular final examination. The limit of age has, as an experiment to be tried for two years, been lowered from 17 to 15. This will undoubtedly induce a great many boys to complete their vernacular education and incidentally it will bring into existence a class from whom assistants in Primary Schools may be drawn. Most boys complete the primary course before they are 17. Under the old regulation they were not able immediately to appear for the Examination. Consequently they did not think it worth while to complete the course. When they had reached the middle of it they either passed over into a Secondary School, or obtained private employment.

24. In the Native Province of Káthiáwár the number of schools has increased by 27, but even now the number falls short of what it was in 1896-97. Of the 872 schools in the Province as many as 149 teach rural standards. Indeed the number of schools teaching these standards has increased by 27. The Inspector, however, reports that "In villages in which the Bania or Brahmin influence predominates there is a tendency to convert these schools into superior ones." There are only 11 schools under private management, and these are all aided. Owing to the depressing influences of plague and famine the number of night schools has fallen in the last ten years from 65 to 5. Six hundred and eighty-five schools have buildings of their own, and 60 new school-houses have been built during the last five years. The equipment of schools with drawing and kindergarten materials has not been overlooked.

It is difficult to get trustworthy information about the private institutions in Káthiáwár, but according to the returns the number of them has increased from 257 to 300, and the attendance has risen from 11,875 to 13,487. Of the 300 schools, 198 are Koran schools, and 80 taught one vernacular only. The number of schools teaching Arabic or Persian has declined, but the attendance has risen. The Inspector says: "These schools probably get less aid than before from Mahomedan Princes and private gentlemen, and their number consequently is decreasing." There has been a rise both in the number of Sanskrit schools and of the pupils attending them. There are signs of a revival of interest in Sanskrit, but it is doubtful whether we shall ever see again Shastris of the old type, men of great learning, and regarded with an almost religious respect.

25. I think that it may be claimed that a fair beginning has been made in the extension of Primary Education and the improvement of the methods of teaching. What we have to look forward to in the coming years is a gradual opening of new schools, the better equipment of schools, the construction of new school houses, if possible at a cheaper rate, a more thorough appreciation and a more intelligent application in rural districts of the new principles and modes of instruction, an increase in the supply of trained masters, a gradual substitution of qualified for unqualified assistants, and, above all, an increase in the pay of untrained men. The necessity for this last is urgent. At present discontent is wide-spread. No untrained teacher should, I think, draw less than Rs. 9, and Rs. 12 should be the minimum pay for a trained man. The cost will be heavy, but it must be faced. All officers in the Education Department are agreed as to this. The following remark by the Collector of Surat fairly expresses the opinion of the Civil Service: "The minimum pay of an untrained teacher is Rs. 7 a month, exactly one rupee a month less than a peon. Moreover there is, as a rule, very little prospect of an increase for several years. Under these circumstances it is not surprising that service in the Educational Department is becoming increasingly unpopular. As Sub-Divisional Officer I was inundated with applications from men on Rs. 7 in the Educational Department for appointments as Talátis in the Revenue Department, the reasons usually given being inability to live on their present pay and the extremely poor prospects of promotion. This shows how unpopular Educational Service is, and, unless something can be done to improve the pay and prospects of teachers, there can be no great advance in Primary Education."

26. In my last Quinquennial Report I commented on the inadequacy of scholarships. Middle school scholars are no longer allowed to attend Primary schools: and by a new regulation indigent scholars are exempted from payment of fees. Even with this addition to the value of scholarships it is still very difficult to find a sufficient number of candidates for the scholarships reserved for Mahomedans.

CHAPTER VI.

Education of Chiefs and Nobles.

1. The Rajkumar College at Rajkot is now under the special supervision of the Director of Public Instruction in the Punjab. It receives a grant-in-aid from the Government of India. The staff has been much strengthened. There is a European Vice-Principal, and among the fourteen Native assistants there are two Masters of Arts and two Bachelors of Arts of Bombay. The curriculum has been revised with the object not only of raising the general standard of education but also with the special object of including subjects which may be useful in actual life to those who are called upon to rule States. Special Diplomas are granted to students in the first class who pass an examination conducted by the Inspector. Beyond this there is nothing to report which is of more than local interest.

2. The school at Wadhwan founded for the smaller Talukdars and Girassias is doing good work, though in one or two subjects, notably Geography, the teaching is reported to be rather dull and mechanical.

3. The Girassia College at Gondal also is a flourishing institution. It teaches up to the Matriculation Standard.

4. The report on the progress of the young Talpurs who are being educated in the Madressah in Sind is not very encourging. Many of the boys appear to be dull, and the majority appear to regard education as waste of time unless it leads to Government employment which they seem to claim as a right without any regard to their qualifications. On the other hand, their general appearance and demeanour have improved, and they distinguish themselves in athletic sports.

CHAPTER VII.

Training of Teachers.

1. The extension and improvement of Vernacular Training Colleges and schools is perhaps the most important feature in the history of the last five years. It is upon the adequate organization of these that the success of primary education depends.

2. In the Central Division there are two Government Training Colleges, one at Poona teaching the full three years' course, the other at Dhulia where the course ends with the second year's examination. There is also an aided institution belonging to the American Mission at Nagar which trains teachers for employment in Mission Schools. The Poona College was moved in June 1905 into the new buildings which have been erected for it at a cost of nearly two lakhs. The buildings are airy and spacious and in every way convenient and adequate. They include houses for the Principal and Vice-Principal, and there is accommodation for 200 pupils. There is, besides, a Practising School. There is also a good garden, mainly botanical. A further extension of the building to accommodate fifty more pupils has been sanctioned. The additional room which has been provided in all Colleges is required not only for the training of the new Masters required in new schools, but also for Masters whom it is now the policy to call up for a certain period for retraining. This is necessary if new modes of instruction are to be introduced into all the schools. All Inspectors bear witness to the success of this "retraining." Mr. Kelkar, the Principal of the Poona College, has held such classes for Masters from 1902. They were so popular, and he received so many applications for admission that he still continues a class of this kind in addition to the regular Masters' class in the College. He tells me that his pupils are immensely interested, and that from a few typical lessons they soon pick up the essentials of the new methods. The Inspector in Sind reports that "the Masters called up for retraining had displayed sufficient interest and enthusiasm to far exceed the course laid down for them in card board and clay modelling, map drawing, painting, etc., and made all sorts of ingenious and well-executed models, maps, pictures, etc., in their leisure time." The Dhulia Training School continues on its old site, but students' quarters have been built during the quinquennium in the compound and are now actually in use. Additional quarters for students and for the Head Master are in progress. The equipment of this school also has been improved with the help of additional grants from Government. At the College at Ahmedabad new quarters have been erected, a new drawing class room has been completed, and further large extensions are now going on which include a new practising school, new class rooms, and new quarters. The control and supervision of the students' quarters, which form a part of the main College building, is in the hands of the Principal who is given quarters in the College. The Training Classes at Dharwar are intended only for teachers in the Kanarese Schools. Teachers for Marathi Schools are trained in Poona. The College "has undergone so many extensions and additions as to have almost grown out of recognition. It is now fully equipped in all respects and fully supplies the wants of the Kanarese Districts." The Hyderabad College has been similarly extended, the accommodation having been almost doubled. The Inspector in Sind notices, with regret, that the students do not spend as much out of their stipends on food as they ought to do. He adds that "the Training Classes opened in connection with Local Board schools in 1904 with a view to remedying the dearth of trained Mahomedan Masters have not proved a success. They were opened in a few selected places, and they can only recruit from their own neighbourhood, and so have a very limited clientèle. The geographical conditions of the Province militate against the ultimate success of the scheme, and I fear it will have to be abandoned."

3. Students are admitted to these Colleges by examination, but every candidate must have passed the Public Service Certificate Examination or, as it is now called, the Vernacular Final Examination. An examination is held at the

end of each year's course. If a man after passing the first year's examination fails in the examination which follows, he is not retained in the College but is sent out to service with a first year's certificate. Of the successful candidates from the second year's class selected candidates are retained for instruction in the third year's class, where there is one. The rest are sent out for employment with certificates according to merit. So far as possible Masters are sent to serve in the districts from which they come. A practical difficulty often occurs when the recruits from a district are not numerous enough to meet the demand for masters. Men are often unwilling to serve at a distance from their own homes, and some districts, such as Thána, are so unpopular that men often resign rather than serve in them.

4. At Poona and Dhulia practically all the pupils receive stipends which are paid by the Boards or the Agencies which send up the pupils. In Poona the minimum is Rs. 7 and the maximum Rs. 8-8-0. In Dhulia there are two rates Rs. 7, and Rs. 7-8-0. In Ahmedabad only 94 out of 144 students receive stipends at the rate of Rs. 6 in the first and second years, and Rs. 7 in the third year. In Dharwar also there are 50 non-stipendiary students. In Hyderabad all students have so far received stipends. Every student ought to receive a stipend. It is is not right that boys of this class under training should be worried by money anxieties. The Boards at present contribute, I think, as much as they can afford, and I hope that without making further demands upon them it may soon be possible to provide stipends for some at least of those who are now without them.

5. Students generally manage their own messing. They elect from among themselves small committees who, under the supervision of the Head, purchase the food and keep the accounts.

6. Drawing is a compulsory subject in Training Colleges, and by a Code which was provisionally sanctioned in 1905, the scope of the course has been much enlarged. It is found that practice in drawing makes boys more observant and exercises their memory besides giving suppleness to the hands. The teaching power of a master, too, is increased, if he can draw the object which he has to describe. The variety of the new course, the introduction of colour drawing and of the drawing of objects, has made the subject more interesting.

7. Agricultural teachers have also been added to the Colleges in Poona, Ahmedabad, Dharwar and Hyderabad. There has been an improvement in the teaching of this subject since the introduction of Mr. Knight's readers in 1906. These books are now the basis of all teaching, and besides school lessons pupils are given opportunities of seeing actual agricultural operations in farms and gardens. The general aim is to develope a habit of thinking on the why and wherefore of agricultural processes. It is part of a general effort to develope intelligence, and to bring it to bear on everything that is done.

8. Music teachers also have been appointed in these four Colleges. The types of verses found in the readers are set to appropriate music. Time and tune are taught, and the boys learn to recite verses in proper native fashion according to simple forms of music. In Poona, Ambulance lectures on "first aid to the injured" were also delivered. Practical examinations were held every year, and those who passed were given Ambulance Certificates.

9. Further, the teaching of surveying and plot-work was introduced in 1905-1906 and the students, it is hoped, will soon be qualified to make a rough survey of a village and a fair map of the surroundings for use in the school.

10. The people of this country are curiously unobservant of facts and objects in nature. I may illustrate from a few examples of what is done in the Poona College the efforts which are being made to awaken obesrvation and reflection. These same illustrations will also make plain what the spirit of the new teaching is. Its main object I should describe as being to connect school lessons with facts, and so to make them interesting and give them a stronger hold on the memory. It is hoped that the interest thus awakened in the school will be carried into life beyond the school so that there may in process of time be a general alertness of intelligence and a general desire to understand.

11. The Kindergarten teaching of infants is based on nature study, being connected with peculiarities in the objects of the different seasons. A programme of excursions is arranged for the year for each class in the practising school, and the pupils are taught not only to observe natural phenomena, but also to take note of objects of geographical or historical interest. Sometimes they are taken into shops to see the work going on in them. The pupils in the Training College are enabled to watch the life history of insects, the development of fish and frogs, and the habits of ants which are kept in artificial nests. Collections are made of typical weeds in the compound, and they are named and described. The use of weather instruments, the barometer, thermometer, and anemometer is taught. There is a sun dial in the compound, and the pupils learn how to reduce sun time to standard time. Typical leaves and flowers are collected and their peculiarities noted. The germination of seeds is watched. The rain is measured. The relation of the shadows of objects to the position of the sun is observed. In fact it is attempted to invest all surrounding objects with an interest. Pupils of course have ample opportunities of practising the art of teaching in the large practising schools which are attached to the Colleges.

12. Equal attention has been paid to Female Training Colleges and Schools. There are three Government Institutions: one at Poona, one at Ahmedabad, and one at Dhárwár. The College at Hyderabad is a Local Board Institution. Besides these, there are in the Central Division for Vernacular mistresses the Zenana Mission Normal Class and the St. Hilda's Normal Class, both in Poona. There is also a Kindergarten Class in Girgaum. For European and English-teaching schools there are the St. Mary's Normal Class in Poona and the Convent Normal Class at Byculla. There are also two Normal Classes in Sind for Vernacular Classes which I will mention later.

13. With regard to the Colleges and Schools in Bombay, Poona and Ahmedabad I quote the following from Miss Ashworth:—

The Government Colleges are residential and train mistresses for Vernacular Schools. Each generally speaking supplies the trained Mistresses for one Division. The prejudice against allowing women to leave home for College is much less strong among the Gujarátis than the Maráthis who are very distrustful of the effects of College life on their women. Consequently although naturally possessing finer intelligence, Maráthi women are educationally not so advanced. The College courses last three years and the three Colleges are capable of turning out approximately 80 fully trained teachers annually. These have to meet the requirements of roughly 1,000 schools and 65,000 pupils. The supply is very indequate, and an additional Training College, both Gujráti and Maráthi, is needed. A day training College in or near the city of Bombay would attract a large number of women who are unwilling to leave the protection of their own homes to go to Poona and Ahmedabad. For admission to the Poona College students are required to pass the 4th Vernacular Standard. At Ahmedabad the 5th Standard is required. As the standard of the entrance examination is so low and the previous education of the students has been of poor quality a considerable part of the College course is necessarily occupied with general education, and the technical training follows simple practical lines. Students are admitted at the age of 14 and over. The rate of stipends is 6 for the first, 7 for the second, and 8 for the third year. St. Mary's Normal School at Poona and the Convent Normal Class at Byculla submit their students for the Secondary Teachers' Examination. But the College course is much wider than is required for their examination, and students receive a thorough training in the practice of teaching. Both Colleges are residential, and are attached to High Schools in which the students practise. The Girgaum Kindergarten Normal Class follows exactly the course prescribed in the examination syllabus of the National Froebal Union. The full course lasts two years. An examination of first and second year students is held annually by the Inspectress of Girls' Schools, and departmental certificates are awarded. The question papers are on the same lines as those of the Froebal Union's Examination. For all three institutions European Standard VIII is accepted as an entrance examination. It is hoped shortly to raise this to the standard of Bombay Matriculation and the Cambridge Local Senior. The courses are exclusively professional. The Poona and Girgaum Classes are efficiently staffed. The Byculla Class is expecting a fully trained mistress from home. All those are well equipped.

Owing to the fact that most teachers marry early and give up teaching on marriage the average working life of trained teachers is very short, and the present supply is so inadequate as to have a scarcely appreciable effect on the schools. The great difficulty lies in obtaining students for training.

Besides the institutions abovementioned there are several classes for teachers in Bombay City which either prepare candidates for the Secondary Teachers' Examination or simply train

teachers for privately managed schools. That under the direction of the Hon'ble Mr. Chichgar is an interesting experiment based on the pedagogics of Froebal and Herbert. These classes are not at present recognised and supply no statistics.

14. There is no doubt that the chief difficulty in connection with European schools springs from the want of good prospects and the fact that girls cease to teach when they marry. It is an enormous advantage to a school to be under Sisters of Mercy. As to Native mistresses, Mr. Prior remarks "the position of the mistresses turned out by the Training College is difficult. The profession is regarded as hardly respectable by the upper classes of Hindu society, and colour is lent to this by the fact that so large a proportion of our female teachers are widows. These last, however virtuous they may be, are regarded with suspicion, and are the object of persecution by libertines who, if they fail to lead them astray, do irreparable damage to their characters. The most satisfactory results are obtained when masters allow their wives to be trained and both are engaged at the same place. Even under the most hopeful circumstances, as women are so unused to supervising so complicated an institution as a school, the progress made is very slow."

15. The Inspector in Sind refers to "the deep rooted and almost ineradicable belief in the peasant mind that learning is not the proper accomplishment for a modest and respectable woman, and that a professional school mistress can hardly be a decent person." He adds that "the advisability has been considered of putting the management of the Hyderabad Training College in the hands of a Committee of leading educationalists, chiefly with a view to getting their help in the recruitment of suitable women." This plan has been tried in Poona with great success. The Educational Inspectress in Sind reports that "the Hyderabad College has been doing steady work under the careful management of Mrs. Miles, the Head Mistress, that the attendance at the Practising School is improving, and that there is an increase in the number of Mahomedan pupils. The staff has been strengthened by the appointment of Miss Maclean as an Assistant."

16. With regard to other institutions in Sind I quote the following from Miss Chubb's report:—

The Karáchi Municipal Normal Class.—Karáchi with its more mixed population of Gujaratis as well as Sindhis and where the pardah system is less strong is able to attract more students to the Normal Class. In fact all the stipends available are used and more could be utilised. Useful work is done in preparing teachers for the Municipal schools. The standard is not a high one, and I consider that it would be a distinct advantage if after two years' experience as teachers a higher examination could be taken. The fact that all the Municipal teachers meet in the Normal Class for instruction once a week has done much to improve the teaching and promotes *esprit de corps*. The Municipality have generally awarded prizes for improvement, and this is very encouraging to the teachers.

The Normal Class of the Hindu Reform Association, Hyderabad.—Although at present consisting of a very few women only studying Sindhi in the lower standards is useful in preparing teachers for the schools of the Association. The classes held for the teachers and the instruction given to them by the Superintendent of the Association account for the satisfactory work done by the Mistresses.

17. The Convent Normal Class in Sind supplies teachers for the Girls' Secondary Schools belonging to the Convent. The Inspectress reports that "the standard of work is being raised and some former students are holding responsible posts in Sind, notably in Hyderabad and Karáchi."

18. The number of female pupils under training in the Central Division has risen in the last five years from 66 to 149. In the Poona College they live in the Boarding House attached to the College the management of which is in the hands of the Lady Superintendent who resides on the premises. The same is the case at Ahmedabad where three Lady Assistants as well as the Lady Principal live in the compound. A large new practising school has been built and altogether the expenditure on this College has amounted in the last five years to nearly Rs. 80,000. 119 trained teachers have been sent out for employment in all kinds of schools against 76 only in the preceding quinquennium. Mr. Lory writes:—

The women receive a training both moral and mental well suited to their nature and fully calculated to befit them for the work of teaching in the schools. That many of the trained

women fall off after they leave the College and fail to retain the benefit of the lessons they have learnt there must, I fear, to a certain extent be admitted as true. But when we consider the nature of the women themselves, the inherited traditions of the country, and the circumstances of their position, it is rather a matter for wonder that these women, who are often alone and among strangers, succeed in their difficult task as well as they do.

19. The number of pupils in the Female Training School at Dhárwár has risen from 9 to 23. The course of instruction here extends over two years only. It is situated in the town and has no boarding house attached to it. The pupils live with some elderly person of their own family. It is under the direct supervision of the Principal of the Male Training College. The Head Teacher is a man with two trained mistresses under him. The staff has been strengthened and the equipment improved. New buildings outside the town are under construction and will soon be ready for occupation. The staff will then be re-organised, and the institution will soon develope into a full College like those at Ahmedabad and Poona. Twenty-seven trained mistresses for Kánarese schools have been sent out during the last five years.

20. There is no Secondary Teachers' College in Káthiáwád, but the examination for the teachers' certificate is held in Rájkot.

21. There is a Vernacular Training College for Masters at Rájkot with a two years' course only. Students in the third year go to Ahmedabad. The Rájkot institution is modelled in all respects on the Colleges in British territory. The number has risen from 44 to 63, of whom all but five receive stipends.

22. For women there is the Barton College at Rájkot with a full course of three years. The number of students has fallen from 27 to 24, of whom all but two have stipends. A Practising School is attached to it. Since its foundation in 1884 it has sent out 169 trained mistresses. These are sufficient for the present as it is reported that there is hardly a Girl's school in the Province without trained teachers.

CHAPTER VIII.

Professional and Technical Education.

1. The Government Law School in Bombay is affiliated to the University and is the only institution that prepares students for the Final Examination for the LL.B. degree. Mofussil classes are recognised for the purposes of the 1st LL.B. Examination in Poona, Ahmedabad, Karachi, Baroda, Bhavanagar and Junagadh. Candidates may appear for this Examination before graduating in Arts: two years' residence is required in Bombay for the Final Examination. There is not much to be said about the study of Law during the last five years. Except that the number of students has increased things are pretty much where they were. The position cannot be described as satisfactory. Mofussil lecturers are sometimes appointed without much regard to their capacity to teach the subjects prescribed. In Bombay the Law School is not taken very seriously by students. When they have put in the minimum of attendance required, the one thought of up-country students is to escape from their expensive and uncomfortable lodgings in the city. There is no Hostel for them in Bombay. The lectures do not cover the whole course of studies, as they do in an Arts College, nor, I am afraid, is the same value set upon them. They are not delivered until the evening, when the lecturers are wearied with a whole day's work or waiting for work in the Courts. The lecturers are mostly practising Barristers, or Barristers who are hoping for a practice: but it is doubtful if the salaries are sufficient to tempt those who by knowledge and experience would be best fitted to give instruction. If we can secure men like the law tutors in Oxford, who do not practise and are not necessarily Barristers at all, I hope it may be possible to establish a full time Law College. The whole course of study might then be reduced to two years after Graduation in Arts, and the Mofussil classes might disappear. We produce many Graduates in Law but, I fear, few real lawyers. Those qualified to judge tell me that what distinguishes the pleaders in Courts is an utter want of grasp of the principles of law. It must be confessed that men do not make the most of the present system, but it must be confessed equally that the system does not afford them the opportunity of becoming scientific and philosophic lawyers.

2. The Grant Medical College in Bombay is the only College recognised by the University in Medicine. The Principal reports as the most important events in the last five years the introduction of the scheme of appointing Fellows of the Grant Medical College and Clinical Registrars who act as House Surgeons and Physicians, and of the system of charging a fee to students for Hospital Practice in the 4th and 5th year Courses: the introduction of the courses of study for the M.B., B.S. degree: the institution of a new chair in Bacteriology: and the establishment by H. H. the Gaikwad of a lectureship for five years on diseases of the ear, nose, and throat. One member of the College took the M.D. degree during the year, and three past students passed the examination for admission to the Indian Medical Service. There are between six and seven hundred students on the rolls. It is impossible to admit all who apply for admission, and an entrance examination is held. Last year 125 passed the test out of 161. I fear that even the present number of pupils is in excess of the teaching capacity of the College. The Principal says "there are many difficulties which we have to contend with at present in carrying on the work for the new degrees, the chief being want of proper accommodation for Laboratories and Classes. The scheme for providing additional buildings for the College is under the consideration of the authorities, and it is hoped the difficulty will be overcome in course of time. Proposals for supplementing and increasing the staff have already been sent on." The University Inspection Committee noted the overcrowding in the College and the want of facilities for practical work. Provision for extra clinical instruction is easy. It requires only more beds. I believe that the successful teaching of Anatomy is impeded by the difficulty of procuring dead bodies. But this difficulty too will be surmounted by the resources of modern science which render possible the preservation of corpses in refrigerating chambers. The extension of the buildings will soon be undertaken. A great want of the College has for a long

time been a Hostel for the students, but this also, I hope, will be begun almost immediately on a convenient site. There are 260 Hindus and 252 Parsis in the College. The Christians number 141, the medical course being popular with European youths. There are also a few Mahomedans and Jews. The number of lady students increases. I am informed that Dr. Row continues research work in the F. D. Petit Laboratory. The subject which has been engaging all his attention is plague. His investigations thereon are not yet completed, but from the few experiments that he has carried out both on man and animal he thinks that the results seem to be somewhat hopeful. Dr. Surveyor, the newly appointed Professor of Bacteriology, also carries on research work in the same Laboratory.

3. There are Medical Schools at Poona, Hyderabad and Ahmedabad. The class of Hospital Assistants is recruited from these. The number of pupils at Poona has slightly increased, being now 123. At Hyderabad the number is less than half that at Poona. A new school building has been provided and also quarters for 30 students. At Ahmedabad there are 118 ordinary students + 17 Native Military pupils. There is, I believe, no fault to be found with the instruction given in these Schools. But much is demanded of the students, and the material equipment and facilities for practical study are inadequate.

4. There is only one independent Veterinary School—the Veterinary College in Bombay—but Veterinary lectures are given to a few students of the College of Science in Poona. The Bombay College is now under the joint control of the Director of Public Instruction and the Director of Agriculture. The Salutry Class attached to it has been abolished, it being found that there was no real demand for Salutries, and the total attendance has slightly declined. A new professorship of Bovine Pathology has been created, a new school building and quarters for students are nearly ready for occupation, and it is proposed to provide quarters for some Professors. The chief wants of the College are said to be a good operating theatre, and a good Bacteriological Laboratory. Even as it is, some good Bacteriological and Microscopical work has been done. Outside their proper College work the staff render considerable service to the public in the matter of the care of animals and the prevention of disease. Examiners report that the teaching in the College has improved, and that the students are more methodical and business-like than in former years. Quite half of the pupils come from Native States in or beyond the Presidency. Those who pass out obtain employment as Veterinary Inspectors, or Heads of Veterinary Dispensaries under Local Boards, or as Supervisors of slaughter-houses under Municipalities. Others go abroad. Others are absorbed in the Civil Veterinary Department. Others are trained as Sanitary Surveyors.

5. Before I pass on to the subject of Artistic, Technical and Industrial Education, it will be convenient, I think, to exhibit in a single and continuous statement the mode in which the new annual grant of Rs. 1,67,000 has been dealt with. The grant took effect from 1906-07.

6. A conference was held in Bombay in March 1904, at which the basis of discussion was a Resolution issued by the Government of India in January of the same year.

The proposals of the Government of India were briefly—

(1) To train different kinds of workmen required in large centres. This is the kind of work which in this Presidency is done at the College of Science and the Victoria Jubilee Technical Institute.

(2) To improve special local industries by Craft Schools. Boys under training were to divide their time between attendance at a Primary School and work under approved artisans who should be paid according to results. There were to be scholarships for the encouragement of boys. The work was to be put under an Inspector. All existing schools of the kind were to be encouraged by grants. In this Presidency the School of Art in Bombay is the largest institution which provides training in different crafts. There are smaller technical schools doing work that does not differ in kind from that done in the College of Science Workshops. There is also a school of carpet-weaving with a factory attached and a handloom

school at Nagar: and in all of these a certain amount of primary education is either required or imparted.

7. The Bombay Conference proposed to attach to the College of Science and to the Victoria Jubilee Technical Institute a Normal Class. The subjects taught in these institutions are many and varied: and the object of the Normal Class was to train those who had passed through these Institutions to be teachers in general technical schools. It was part of the scheme that the pupils should pass a year in a large factory before receiving final certificates.

8. The second proposal of the Government of India was not thought feasible because approved artisans cannot be found. It was proposed instead to establish a special school for weaving in a suitable place. It was thought that the best way of securing artisans fitted to be teachers would be to encourage factories in connection with special industrial schools. It was proposed to appoint three Inspectors, one for weaving industries, one for ordinary technical schools, and a third for Drawing in Schools. It was proposed also to establish a liberal system of scholarships, as it was found that, in the absence of these, artisans would remove their children before their instruction was completed for the sake of the value of their labour.

9. Obviously the greater part of a grant such as this will be for a time swallowed up in initial and non-recurring expenditure, and, put briefly, the scheme finally sanctioned after correspondence with the Government of India involves an initial expenditure of Rs. 3,80,000 up to the end of the year 1909-10, and an annual recurring expenditure after that time of Rs. 1,67,000. In the year 1906-07 Rs. 9,998 were spent on the extensions of the College of Science workshops, Rs. 1,695 on additions and alterations in the Boiler room, and Rs. 1,605 on stores for the Normal Class. Final sanction to the appointment of an Instructor was received after the close of the year 1906-07. Of course until the class is opened there can be no scholarships.

10. Rs. 30,000, or about one-third of the total cost, were assigned by Government for students' quarters at the Victoria Jubilee Technical Institute. A further allotment of Rs. 55,000 has been sanctioned for initial and non-recurring expenditure on buildings and apparatus in connection with Mechanical and Electrical Engineering, Textile Manufacture, and Technical Chemistry. The full contribution of Government in this connection, amounting to Rs. 85,000, will be spread over three years. The contribution of Government is equivalent to that made by the Institute. The actual amount paid by Government in 1906-07 was Rs. 42,818.

11. In connection with the School of Art nothing was spent in the year 1906-07 from the special grant, though Government from their own resources expended Rs. 12,000 on buildings. In all, Government will spend Rs. 1,20,000, to be spread over four years, on a laboratory and pottery buildings, students' quarters, a textile school, class rooms for metal workers and wood carvers, kilns, and the equipment of classes. Of course progress must be made with the buildings before teachers are appointed, but I may so far anticipate the future as to say that the recurring expenditure in connection with this scheme will amount to some Rs. 45,000 a year. Final sanction to the appointment in the Indian Educational Service of an Inspector of Technical Schools was received after the close of the year 1906-07.

12. An additional subsidy of Rs. 17,000, to be followed by another of Rs. 5,000 in 1907-08, has been paid to the weaving school at Nagar to meet expenses on plant and on a hostel and site, and an additional annual grant will be made as funds allow.

13. In connection with the Ranchhodlal Chhotalal Textile Institute at Ahmedabad, Rs. 15,000 were granted towards the cost of buildings in 1906-07. This is the first instalment of a grant of Rs. 38,000 to be spread over three years.

14. Towards the improvement of the buildings and equipment of the Parekh School of Industry at Surat, Government made a contribution of Rs. 10,000 in 1906-07. This is the first instalment of a gift of Rs. 22,000 to be spread over three years. A small additional grant of Rs. 580 was also paid to this school in 1906-07.

15. Further, a sum of Rs. 39,915 was paid in the form of Grants-in-aid to Industrial and Technical Schools. It is contemplated that this allotment will go on increasing until at the end of five years Rs. 63,000 will be paid in Grants-in-aid and Rs. 25,000 in Scholarships.

16. In addition to the above, the following sums have also been paid—Rs. 500 for the purchase of Cutch clay for the Pottery School in the School of Art: Rs. 5,199 for power equipment in the Workshops and for the equipment of Draughtsmens' Classes in the same school: Rs. 1,000 for the purchase of Carpet specimens for the School of Art Museum: Rs. 395 on the purchase of tools for the Manual Class in the Belgaum High School: Rs. 1,025 on the smithy and weaving classes in the School of Industry at Ratnagiri: and Rs. 11,064 on tools and apparatus for the Mission Industrial School at Nadiad. Thus the total expenditure from the new grant for the year 1906-07 has been in round figures Rs. 1,58,000.

17. I may add that the general considerations which have guided Government in the distribution of this grant have been :—

(1) The necessity of beginning at the top by providing teachers thoroughly equipped theoretically and practically to diffuse knowledge and skill through the workmen and craftsmen of the Presidency.

(2) The necessity of importing European Experts to give instruction, if there is to be any advance in local crafts and industries.

(3) The necessity of Laboratories to bring Science to bear upon crafts.

(4) The desirability of concentrating the main expenditure upon existing large and central institutions, while at the same time every thing possible should be done to aid existing schools which are doing good work, and to assist experiments that are being made in connection with any important and widely-diffused industries.

(5) The necessity of providing decent quarters for mofussil students, and of encouraging gifted youths by scholarships.

18. The chief institutions with which I have now to deal are the College of Science in Poona, which is affiliated to the University for Engineering and Agriculture and for the B.Sc. degree in Arts, the Victoria Jubilee Technical Institute, and the School of Art, both in Bombay. In the College of Science no students are admitted who have not passed the Previous Examination in Arts: and for some time the number of applicants for admission has been greatly in excess of the accommodation. The pressure will be relieved by the transference of Agricultural students to a separate building, and by extensions of the College buildings. One appointment as Assistant Engineer in the Public Works Department is conferred every year on the student who passes highest in the final or L.C.E. Examination. A few get appointments in the Overseer grade of the Department, while others get posts on Railways, under Municipalities, or with private firms. A Hostel for students has just been built. It is a three-storied building with accommodation for seventy-five students. A good playing field was also bought for the College in 1902-03. Students are taken occasionally to see Engineering works in the neighbourhood: and extensive geological excursions have been organised by Professor Page. The gold mines at Kolar and the electric works at the Cavery Falls have also been visited.

19. Besides the classes reading for University degrees, there are also Diploma Classes attached to this College. Dr. Thomson reports that—

"Courses of study have been arranged for Sub-Overseers, Mechanical Engineers, and Electrical Engineers. Each course extends over three years. The entrance examination is about equal to the University Matriculation and many candidates have passed the Matriculation before joining. In former years no fees were charged, all students received wages, and even with these inducements it was impossible to get properly qualified candidates for admission. Now a days each student pays a class fee of Rs. 30 per annum, wages are not paid, and the number of candidates at the entrance examination in January 1907 was about four times the number of available places. In the Sub-Overseer Class students are prepared for subordinate posts in the Public Works Department, a few of these posts being guaranteed to the best students every year. Many of them get temporary posts in the Department, and after gaining

experience and showing aptitude are placed on the permanent list. On this account the Class is very popular. The numbers in the Mechanical and Electrical Engineering Classes are small, prospects for employment being not assured. This will be remedied in future years. Several firms in Bombay and elsewhere take our passed students as apprentices for a year to go through a course of practical work. The Workshop is well equipped with machine tools and appliances: a new compound steam engine condensing and non-condensing, specially designed for teaching purposes, is being installed, and students are prepared for examination under the Bombay Boiler Act."

20. With regard to the Victoria Jubilee Technical Institute I quote again from Dr. Thomson's report:

"The number of students attending the Institute is about 380. The entrance test is about equal to the Matriculation examination of the University. There are three courses of instruction, Textile Manufacture, Mechanical Engineering, and Electrical Engineering. Each course extends over three years, and a Diploma is granted to each student who successfully completes the course. Much improvement has been effected during the past five years. A new steam engine and boiler of large size, specially adapted for teaching purposes, have been erected. The Laboratories for mechanical engineering and for electrical engineering have been enlarged and equipped with new machinery and appliances: and new quarters for students have been erected. The Institute is now a Centre for Examinations under the City and Guilds of London Institute. Examinations in a number of technological subjects are held every year, and students of the Bombay Institute have been very successful in the examination in Cotton Spinning, Cotton Weaving, and Mechanical Engineering. In 1904 the Government of India formulated a scheme of State Technical Scholarships. One of these Scholarships for Textile Industries of the value of £150 a year and tenable for two or three years is annually put at the disposal of the Government of Bombay, and is, as a rule, awarded to a good student of the Institute with some practical experience in mill work. The Institute prepares candidates for examination under the Bombay Boiler Act, and several of the passed students are in charge of Technical Schools in the Presidency."

21. I may add that many find employment in mills, and with the increased use of electricity in Bombay it is probable that there will be a growing demand for Electrical Engineers. The Institute gives an eminently practical training, the result being that its students are much sought after. Mr. Monie, the Principal, died in 1904. His place has been taken by Dr. Mackenzie, who is a D.Sc. of Edinburgh, and PhD. of Strassburg. At the time of his selection he was Head of the Chemical Section of the Birkbeck College, London. The Institute is managed by a Committee, partly elected by Government and partly by the Municipality of Bombay and other public bodies. It gets an annual grant from Government, and is liberally endowed by private munificence.

22. There is a small engineering and surveying class attached to the College in Sind. It is not successful. The numbers are small and it does not attract many pupils from the Artisan Class. In 1904 an Engineering Class was attached to the Nava Vidyalaya High School in Hyderabad. Two Sub-Overseers posts are guaranteed to students who pass a prescribed test. In 1906 one candidate for the first time was found qualified. A similar class attached to a rival school in the City is not recognised by the Department.

23. The School of Art in Bombay is a Government Institution. "It provides," I quote from Dr. Thomson's report, "courses of study in Drawing, Painting in water colours and oils, and Sculpture. It has classes for Drawing Teachers and Draftsmen. In its Art-Workshops it trains workmen in artistic wood, metal, and stone work, and in pottery. The number of pupils averages about 400, and of these some 250 attend the elementary drawing classes. The number attending the Workshops is about 150 divided into classes for carpentry and wood carving, stone carving, artistic iron work, rug weaving, jewellery, pottery, and enamelling. About half the number of the pupils receive scholarships of from one to twenty-five rupees a month."

24. The number of pupils in the Draftsman's First Year Class has in twelve months gone up from 39 to 69. So many new buildings have been or are being constructed in Bombay that there is a large demand for Draftsmen by Architects. The modelling students are taken on excursions to take paper moulds, afterwards cast in plaster, of beautiful work in buildings. The architectural students make ground plans and elevations of buildings which are afterwards worked out in detail. The garden provides flowers and plants which serve as examples from which students make drawings, paintings, and designs.

Specimens of beautiful work are exhibited in the Museum. In particular the School has obtained a collection of carpet samples, which are very accurate copies of the ancient Lahore Carpets in Bijápur. "These samples," says the Principal, "are valuable in themselves, but much more as records. For the originals are in a state of dilapidation which is likely to defy restoration and has reached a point not far removed from extinction." The equipment of the Reay Art Workshop has been improved by the erection of an oil engine, and shafting to drive the heavy lathes. Thus it is no longer necessary to take students for a part of the day from their proper work to employ them in the mere manual labour of working these machines.

25. During the five years of which I am attempting to tell the story the equipment of Schools has no doubt been improved by liberal grants. But speaking generally, it has been a period rather of preparation and discussion than of substantial extension and development. "It is with a view," says Mr. Burns, "to widen the scope of the artist's opportunities for finding work in which he can obtain a decent living connected with art, and to provide a body of teachers who possess a technical knowledge of the chief handicrafts in advance of that found among the workmen of the bazar, as well as to introduce new artistic crafts into the country, that the proposed developments of the School of Art have been designed." It is obvious that, to improve Indian Art, we want in the first place good trained teachers. It is equally important, I think, that those who are being taught should feel that at the end of their course there will be a market for their skill. At present youths do not see what they will gain by going through the whole course. They are therefore ready to leave it at any point if they can obtain work in a Railway Workshop, or even a clerk's place in an office. Thus the work of the Instructors is but a rolling of Sisyphus' stone. They begin at the bottom and mount to a certain point, and then have to begin at the bottom again. But neither the second time nor at any subsequent time do they go much higher than they did at first. My advisers often tell me that I must distinguish between learning and earning. My idea is that if learning does not lead to earning, there will be but little learning. Why has the School of Art accomplished so little in the past? Because it has not taught its pupils to design, and because it has not produced craftsmen much more skilful than the ordinary bazar workmen. The characteristic of Indian Art is that it confines itself to a few traditional designs. Every Englishman knows that after a year a two of residence in India it is impossible to find anything new which he can send home to his friends, whereas in England it is always possible to find something which is at the same time pretty and new. And it is important to notice that by new is meant not only new designs in old materials, but also artistic work in new materials. The rich classes of India have found this out, and they decorate their houses and ornament their rooms with the artistic work of Europe. Out of 29 presents given to a Native lady at her wedding only 11 were of traditional use or of Indian design. Not a single piece of porcelain or earthenware of the finer sort or terra cotta that can be called artistic is produced in India at the present time. The imports from England alone are worth about £200,000 a year, the trade being almost entirely confined to the better class of work. So with regard to the manufacture of glass, the higher class of textiles and metal and wood work, artists of the first rank in Europe are perpetually working at new designs and capital is always ready to employ workmen to execute them. The question then is this, European artists have created in rich and travelled Indians tastes which Europe alone can gratify. If the School of Art renders possible the gratification of these tastes in India, will Indian capital give employment to the designers and the workmen and produce for the rich in India what they now can only buy abroad? It is certain that the rich will continue to gratify their æsthetic tastes. It is certain that the West will continue to tempt them with new forms of beauty or what passes for beauty. I am inclined to think that Government might set an example to Indian capital. It would certainly pay to open a factory in connection with the School of Art for the designing and producing of the ornamental work which is required by the Public Works Department and by architects in Bombay. At any rate the general object of the Educational expenditure which has been sanctioned is firstly by means of drawing, painting and modelling classes to turn out men who cannot only paint pictures and

mould figures, but can also produce artistic designs: secondly, by means of experiments in laboratories, to produce new material for artistic expression: and, lastly, to turn out an array of workers who can produce what is designed.

26. I pass on now to consider the Technical and Industrial Schools scattered throughout the Presidency. Mr. Prior reports as follows with regard to the Central Division:—

"The principal industries taught in this Division are Carpentry, Smithing, Enamelling, Embroidery, Weaving, Rug making, Laundry work, and Lace making. There were at the end of the year 1906-07 twenty-two schools for teaching these various industries against sixteen in 1901-02. Of these 22 schools, 10 are independent and 12 are attached to other schools: 2 are Government schools, 2 are Municipal, 13 are aided, 4 are unaided, and 1 is a Local Board institution. The Municipal Industrial school at Dhulia was transferred to the Local Board during the quinquennium. The following 7 new schools were added; (1) The American Mission Girls' Sewing Class, Bombay, (2) the American Mission Laundry Class, Bombay, (3) the Weaving Class attached to the Sir D. M. Petit Industrial School at Nagar, (4) the American Mission Lace School at Nagar, (5) St. Monica's S. P. G. Mission Lace School at Nagar, (6) the American Mission Lace School at Wadala, (7) the American Mission Manual Training Class at Nagar. The Free Church Mission Industrial School at Poona was closed. The total number of pupils in these schools was 2,096 against 1,592 in 1901-02. The art of Lace making has for the first time been taken up in this Division. Another interesting departure is the foundation of the Laundry Class at Bombay."

27. Dr. Thomson mentions the American Mission School at Nagar as one of our most successful schools, and he draws attention to one important feature of its work:—

"One member of the Mission has carefully studied the Native methods and appliances for spinning, warping, and weaving, and has made great improvements on them. The new buildings will be supplied with the best hand appliances available, and it is hoped that the pupils, who will be carefully trained, will be able to produce cloth many times finer than the hand loom weavers of the district. It is intended also to have a factory for making fly-shuttle looms and other appliances, and it is expected that there will be a large demand for these looms."

28. The maintenance of the hand-loom industry is a matter of great importance: and I call attention to the work of this school as illustrating the connection of education with the general industrial and economic problems of the country.

29. In the Southern Division, the only important school is the School of Industry at Ratnágiri. The subjects taught there are Marathi up to Standard V, Drawing, Carpentry, Wood turning, and Inlaying. A short time ago a class for weaving was started. A large workshop for making inlaid furniture is attached to this school. Dr. Thomson reports that the furniture made is of excellent quality, but that the workshop has never been economically successful. The Collector of Kanara complains of the want of technical schools in his district. He desires improvements on old methods of work and a greater variety of occupations. The only industries are cane-work and carving in Sandal-wood, Ebony, and Ivory. The Basel Mission have introduced hand-looms into Southern Kanara, and make good fine cloth, which they sell at a profit. This shows what might be done. The Collector has induced the District Local Board to devote Rs. 1,600 to the opening of Carpentry, Smithy, and Weaving Classes.

30. In the Northern Division there are six industrial schools, with 478 students on their rolls: 1 is a Municipal school, 4 are aided, and 1 is a Native State School. The first five receive a Government grant. The most important is the F. S. Parekh School of Industry at Surat. It is managed by the Municipality and receives annual grants from the Municipality and District Local Board. Instruction is free and a number of students receive stipends. The subjects taught are theoretical instruction in Elementary Steam and Mechanics, Drawing, Carpentry, Moulding, Carving in brass and iron, and Turning and Fitting. Dr. Thomson notices with regret what I confess that I observe with pleasure, viz., that the workshops make large sums of money in the year by the sale of their goods. He will not hear of any blending of education with trade. I think it is a general defect of our system that in the last year of their training at any rate youths are not allowed to make finished articles which can be used or sold. In Carpentry classes for instance the perpetual making of joints must be wearisome work. More time, I think, is assigned to it than is really necessary to make good

workmen. It interests a youth to make something which can be used, if not sold, and the sale diminishes the expenditure on the school. At present the rooms of our technical schools are stocked with products which are of no use but to be burnt. Next in importance is the Industrial School of the American Mission at Nadiad. The students are exclusively members of the Mission Orphanage and are mostly famine children. By caste most of them are Kolis or members of other backward communities. The teachers are highly qualified, and they devote themselves specially to the training of Fitters and Mechanics, for whom there is a large demand in the Railway Workshops and Mills at Ahmedabad. Special attention is paid both at Surat and Nadiad to drawing, which is considered to form an excellent foundation for technical education. Three humbler institutions are the Mission Industrial School at Bulsár, the Mahajan Home for destitute children at Surat, and the Indian Presbyterian Mission School at Borsad.

31. There is no Industrial or Technical Education in Sind worth speaking of. Those who attend such schools as do exist are reported to have no desire to learn an art with a view to trade. Consequently there is no stimulus to improve. Moreover the Inspector reports that "all progress and development of these Schools had to be postponed until the scheme of the Government of India for the development of the industrial educational system was formulated and given effect to."

32. It will be noticed that the chief schools are in the Northern and Central Divisions. One noticeable fact is the large part played by Missions in this sphere of education.

33. It is impossible to notice all the Technical Schools in this Presidency. Dr. Thomson says of them generally that "the pupils must have passed the 2nd vernacular standard before joining; the course extends over three or four years; the pupils receive instruction in the three R's up to the 5th vernacular standard during half the day and spend the remaining time in the Drawing class, in the Manual Training class in wood, and in the Workshop. Drawing and Manual Training in wood are compulsory for nearly all the pupils. These form the very best foundation for technical training in any other Department and are intended to give the pupils an accurate eye and a neat hand. It is found that the progress which a boy well trained in this way makes in any other line of work is very remarkable." Dr. Thomson thinks that for the training of children who in after life will become workmen it would be difficult to improve upon our method of instruction. He thinks that more scholarships might with advantage be given to attract boys of the artisan class and he wishes that private firms and Government officers would reserve some posts as apprentices for boys who complete the school course. But he thinks that as yet we have not been quite so successful in training overseers and managers as we have been in training workmen. This judgment appears to me a little harsh. I am told that the suboverseers from the College of Science give satisfaction in the Public Works Department, and I find passed students of the Victoria Jubilee Technical Institute employed at an early age in positions of authority and responsibility in mills. One curious contrast emerges between England and India. In this country there are practically no night-classes. In England, I am told, over 90 per cent. of the students in the Technical Schools attend the evening classes only after the day's work in offices, shops, or factories.

34. I may add, in this connection, that Manual Training in wood has now been introduced into about half a dozen High Schools and into the Training Colleges of Dharwar and Hyderabad. Sometimes a carpenter's shop is attached to the schools, sometimes the pupils attend special classes in the local Technical School. Many of the pupils take much interest in the work and prepare themselves for examination for the Manual Training Certificate and for the optional subject 'Manual Training' at the School Final Examination.

35. **Agriculture** as a special branch of University education has been hitherto studied at the College of Science. But the Agricultural Classes have been gradually separated from this College and are now almost independent in temporary quarters at Kirkee. A magnificient Agricultural College is being built near the quarters at present occupied by the classes. The chemical laboratory will be finished in a month or two. It is proposed that the

University should recognize the Agricultural College as an independent institution from January next, as a complete staff of instructors and the necessary material equipment have now been provided. A new curriculum has been drawn up and will be presented for sanction almost immediately, and a degree in Agriculture will be substituted for the present License. A sum of over five lakhs has already been allotted for the main college building, the laboratory, and quarters for a Professor and two Assistant Professors. There will also be rooms for students. The main features of the proposed new course in Agriculture are, first that the course in Organic Chemistry has been cut down to meet the direct and immediate wants of students of Agriculture. The practical course has been altered altogether. Formerly stereotyped exercises of very limited range were prescribed. It is now proposed to omit the ordinary quantitative and qualitative analysis, but at the same time so to extend the range of study as to include all matter directly relating to Agriculture. In the study of Agriculture proper an effort is made to emphasize the importance of practical work. It is proposed to spread the study of botany over three years. Systematic botany has been restricted to the study of a specified number of orders of more or less importance in Agriculture. In the third year the new subject of Mycology is introduced. Another new subject introduced is Entomology to which Zoology is treated as preliminary. The Veterinary and Physics courses have also been remodelled in accordance with the general object of turning out men practically useful. The teaching of Agriculture has been discontinued in the Tappedar School in Hyderabad and the school has been transferred altogether to the Revenue Department. The teaching of Elementary Agriculture has been noticed in the chapter on the Training of Teachers.

36. **Drawing Classes.**—In the year 1903-04 the rules for the examination in Drawing were altered, the chief features of the new scheme being the introduction of colour and of the principles of design and of geometry in connection with design. The subject has in consequence become immensely popular and in the Central Division alone the number of pupils has more than doubled. It was 3,480 five years ago: it is now 7,830. There are three grades. The examinations in the first and second, which are in elementary drawing, are held at appointed centres: and special examinations in the third grade and for the Drawing Teacher's Certificate are held in the School of Art for those who are not members of the school. Memory drawing and design would appear to be the subjects in which pupils do best. I am told that in design they show extraordinary ingenuity. The test for the Drawing Teacher's Certificate is said to be inadequate. This is a matter of importance. The whole character of the teaching of drawing in schools throughout the Presidency depends on the standard of this examination. The work done in the examination for a Draughtsman's certificate is somewhat unsatisfactory. This is also a most important matter. Now that the demand of Architects for Draughtsmen is increasing the value of the certificate must be kept high. This year only four candidates out of 18 passed in the important subject of drawing to scale from rough sketches.

37. **Commercial Education.**—There is a Municipal school in Sholápur which is not in a very satisfactory condition. Mr. Aiyar has night classes in Bombay and there is a Commercial Class attached to the B. J. Parsi Charitable Institute. This is well spoken of, but the numbers in both the Bombay schools are lower than they were five years ago. They have fallen from 58 and 28 to 34 and 16. There is a small mercantile school in Ahmedabad, and two small commercial schools have been started in Sind. Commerce is also recognized as an optional subject in the School Final Examination. Examinations for the Senior and Junior Certificates of the London Chamber of Commerce are held and supervised by the Department. The number of candidates fluctuates. It is perhaps too early to pronounce on the prospects of this form of education. Much will depend on the demand that there may be for those who pass the examination. I regret especially that more intelligent and well educated youths do not make themselves proficient in Short-hand. I feel sure they would gain a living as Reporters. At present there is, I believe, no one in the Presidency who can take down a speech as it is delivered. Of course intelligence and education are necessary. Mere mechanical skill is of no use to one who cannot understand what is being said.

CHAPTER IX.

Female Education.

1. There are no special Colleges for girls in this Presidency. They are admitted to the Colleges affiliated to the University and to the University examinations for degrees.

2. As a highly qualified European Inspectress of Schools has been appointed for Bombay and the Northern Division, I think it will be of interest to quote a passage in which she expresses the views that she has formed with regard to Secondary Education for girls.

Taking the European and English Teaching schools generally, although there are no remarkable signs of progress, I think that on the whole there is a tendency to treat work more seriously and to combat the enervating effects of climate. As I have remarked before the teaching in the upper classes is usually in the hands of efficient teachers and where trained kindergartners are employed the infant classes are also more or less capably managed. Few schools are however satisfactorily staffed in the middle forms: the teachers are usually untrained, underpaid and undervitalized; they take little interest in their work and allow it to sink into mere drudgery. The teachers in the upper classes receive their pupils badly prepared and their time and energy are taxed to the utmost to prepare them for the outside examinations, which usually culminate a school career. There is little leisure for the cultivation of tastes, literary and artistic, or for the acquirement of useful domestic arts which ought to form the staple of a girl's education. The substitution of Cambridge Local Examinations for the Bombay Matriculation has on the whole I think had a beneficial effect on the schools as the syllabus is more suited to educational requirements of European children. These examinations too are useful in keeping up the standard of work, and if only good regular teaching could be ensured throughout the whole school course they would impose no strain on the average child or teacher. They are especially useful for isolated schools in that they keep teachers and pupils in touch with other schools and standards of work. The whole problem of raising the standard of European schools lies in the improvement of assistant teachers, in improving their material condition by means of better pay, and in rousing in them a deeper interest in, and a more serious attitude towards, their work. The Teachers' Association has attempted to stimulate this professional interest by arranging a series of model lessons and discussions on educational topics, but this attempt, so far as assistant teachers are concerned, has met with only a very moderate measure of success.

Another alternative suggests itself, that of holding annually in Bombay Holiday Courses for teachers employed in European and English Teaching Schools in the Presidency. Holiday Courses for teachers in special subjects are a popular and successful feature in English educational circles and there seems to be no reason why they should not be equally successful here, where generally elementary training is so badly wanted. A short course lasting three weeks or a month dealing with simple pedagogic science and school management and interspersed with criticism and model lessons and visits to such schools as illustrate good methods of organization, etc., would do much to improve the teachers who attend, and, incidentally, benefit especially teachers in remote districts by bringing them into contact with educationalists in the city. A certificate or different grades of certificates could be granted to those who have attended the whole course and whose work has been approved. These certificates would be recognized as fitting the holder to teach up to certain standards. To carry out this scheme it would be necessary to grant travelling allowances and stipends, but the expenditure would, I feel sure, be amply justified by increased efficiency of the schools.

There are more promising signs of growth in Anglo-Vernacular schools than in any other branch of girls' education so far as it has come under my observation, at the same time there is more danger of instruction being diverted into undesirable channels. In the cities of Bombay and Ahmedabad and to a certain extent at Surat and Baroda there is a strong desire on the part of higher class Indians to give their girls an English education, and I have been much impressed with the fact that whereas elementary vernacular education is being pressed on the people who simply accept and tolerate it, Anglo-Vernacular or English education is really wanted, and parents who send their girls to the schools have a genuine desire for them to learn. Whilst there is so much apathy with regard to female education it is a mistake not to meet this demand as freely as possible. Theoretically it would be preferable to spread women's education by means of elementary education of the mass and to work gradually upwards, but as there is so little real desire for it among the people it may be possible to accomplish the same end by affording every opportunity for development along right lines of the higher education of the few who ask for it—the influence of a few highly and rightly educated women must ultimately affect the mass. The schools which at present attempt to meet the demand are not altogether satisfactory, they want more definite aims and more wholesome ideals. For want of a more suitable model, the curricula followed in the European or the boys' Anglo-Vernacular schools have been adopted, although quite unsuited to the needs of Indian girls. In formulating the curricula for boys' schools it is necessary to take into consideration the future commercial or professional career of each boy, and it is

1901-02 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF GIRLS UNDER INSTRUCTION IN PUBLIC INSTITUTIONS 1906-07

Govt Photozinco Office Poona 1907

	Percentage		Percentage
Bombay Presidency	4·3	Northern Division & Cutch	5·5
Sind	3·7	Central Do	4·4
Kathiawar	5·3	Southern Do	3

Govt Photozinco Office Poona 1907

	Percentage		Percentage
Bombay Presidency	5	Northern Division & Cutch	6·3
Sind	4·8	Central Do	5·1
Kathiawar	6·4	Southern Do	4·1

necessary often to sacrifice purely educational ideals. In the case of the great majority of girls no such restriction is necessary, and it is possible in their schools to adopt the simpler educational ideals of all round development, moral, physical and intellectual, and for practical purpose to aim at forming women of general culture capable in the administration of domestic affairs. The girls who will adopt a profession and consequently require preparation for a University career are comparatively so few that their case need not specially be considered. At present with one or two exceptions the schools follow the same course as the boys' schools and aim at preparing all girls for the examinations of the University. Such a course is harmful and girls leave these schools with weakened physique and very little in the way of real culture to compensate for it. Under the stimulus of examinations both teachers and pupils work hard, and, as all teaching in the higher forms is done through the medium of a foreign language, the mental strain is greater and the life altogether more strenuous than in European schools which prepare for the same examinations. There is a strong tendency to resort to mere cram, in fact since so many of the English text books studied are beyond the comprehension of the girls, cram is inevitable. The best that may be claimed for education under these conditions is that habits of industry are formed and that a familiarity with books is acquired which may, under the more favourable circumstances of leisure, develop into a real taste for literature.

The large High Schools in Bombay are situated in densely populated districts where owing to high rents it is impossible for the managers to provide sufficient or suitable accommodation. Owing to this want of space it is difficult to arrange for physical exercises and games, and recreation generally takes the form of fine needlework. The girls thus sit for hours together in a cramped position subjecting the eyes to continual strain, and it is not surprising that they become dispirited, short-sighted and round shouldered—all very noticeable features in the upper classes of Parsi schools. The whole tone of girls' higher education would be improved if Government would establish one or two model High Schools in which the conditions of school life and course of studies were planned to meet the real educational requirements of Indian girls. Such a school has already been instituted at Baroda and has proved successful.

It has been brought to my notice too that in several districts the higher education of girls is being checked by want of schools. The Municipal schools professedly only teach up to Standard IV, but girls frequently ask for permission to continue to attend school after passing this standard; if permission is granted the girls attend for a while, but as there is no proper provision for teaching them they are obliged to sit for the most part idle and after awhile cease to come.

3. The general statistics will be found in the Tables. I now proceed to state the salient facts in the separate Divisions. In the Central Division there are 44 Secondary Schools for girls with a total attendance of 3,689 pupils. This figure however includes 502 boys. On the other hand there are 745 girls in Secondary Schools for boys. Mr. Prior says that the attendance of girls in boys' schools is chiefly found in European and English teaching schools and in some mixed schools belonging to Mission bodies. The girls are mainly Europeans, Native Christians and Parsis. Probably nearly half are Europeans. The course of study is the same as in boys' schools, with the addition of needle work. Some schools however are allowed to substitute Science or Domestic Economy for Algebra and Geometry. The Native High School for girls and the Zoroastrian Girls' High School, both in Poona, are selected for special commendation. The following remarks by Mr. Prior deserve attention:—

I confess that I prefer to suspend judgment as to the benefit of Secondary Education for Native girls in India. It appears to me that with Hindu girls at any rate it involves a strain which they are ill-qualified to bear, and even in the case of Parsi girls I am often compelled to think that the advantages are very doubtful. Moreover in this country marriage is rightly the almost inevitable destiny of woman, and beyond the power of conversing in English a secondary education commonly contributes little that is of much service in later life. Native Christians do not marry so young as other communities: but with them also I believe that the time devoted to obtaining a smattering of English would have been much more profitably spent in carrying their studies in the vernacular higher.

4. I confess that I think it a mistake to model the higher education of girls on the system prescribed for boys. I would not deny to those girls who wish for it the opportunity of going to the Universities. But what I granted to some I would not make compulsory for all. The majority of girls are to be fitted not for work in the world but to fill a woman's place in life and society. I agree also with Mr. Prior that at present the physical strain is too great. But besides this, girls are much more nervously excitable than boys are and I believe suffer more under the stress of examinations and of the necessary preparation for them. I should like to try in some selected schools the experiment of having two distinct courses—one leading up to matriculation, the other framed with more regard to the requirements of girls as girls.

5. In the Northern Division the total number of Secondary Schools for girls rose from 7 to 11 and the number of pupils from 957 to 1,027. Of these 11 schools, 6 are classed as European or English teaching. Of the five Anglo-Vernacular schools one is the High School attached to the Female Training College at Ahmedabad. The remainder are aided schools. The Inspectress singles out for special commendation the Bandra Convent School, the Girgaum High School, "which has gradually developed into a school for high class Native girls whose home life is modelled on English lines and for whom an essentially English education seems to be desirable," and the Alexandra High School. This last receives no grant-in-aid and does not conform strictly to the Code syllabus. Special attention is paid in it to practical needle work, including cutting out and dress making, and physical culture is well looked after. The school does not appear to suffer from the examination incubus.

6. The number of Secondary Schools in the Southern Division has been increased by the addition of two aided schools. The total number of pupils has risen from 134 to 283. Of the seven schools in this Division, two are maintained by the Southern Maratha Railway, and four by religious societies. The seventh is the Municipal English-teaching School at Karwar.

7. The Inspectress in Sind confines her remarks almost entirely to primary education. She says that the buildings used for Secondary Schools are good and have proper provision for recreation, but complains that there is often too much reliance on memory work, and that needle work, though excellently taught at the Convent in Karáchi, needs more attention in other schools.

8. In Káthiáwád, there are only two Secondary Schools for girls, one in Bhávnagar, the other in Gondal. The Inspector writes:—

"In 1896-97 there were 26 girls receiving secondary education. The number fell to 7 in 1901-02, but it rose again and stood at 46 in 1906-07. Two of the girls were in the high, and 44 in the middle stage. Of the 46 pupils, 29 were Hindus, 13 Parsis, 3 Native Christians, and one Mahomedan. There were no candidates for the Matriculation Examination either in 1901-02 or in 1906-07. In the former year 3 candidates appeared for the Middle School Examination and one passed, but in the latter year there was no candidate even for this examination. From the above account secondary education can be said to have as yet made only a beginning in Káthiáwád."

9. With regard to primary education of girls I quote the following from the report of the Inspectress in Bombay and the Northern Division:—

I find it difficult to estimate the general progress or otherwise of girls' vernacular education. My remarks refer to the schools in Bombay and the Thána and Ahmedabad Districts only, and are based simply on personal observation. There is a marked difference between the Bombay schools, which have adopted the Joint Schools Committee's Code, and the schools in the Northern Division which follow the curriculum of the Government Code. The former is the same for boys and girls and is more advanced than the Government Code. In the Municipal schools in Bombay there are promising signs for future development: the machinery of organization is becoming more effective and the curricula are planned on sound educational lines. The source of weakness is as in all branches of school education the want of trained teachers and suitable school buildings. In the lack of trained teachers girls' schools suffer more than boys' as the general education of women is on a much lower level than that of men. Although I see little evidence of a desire on the part of the people to have girls educated, in Bombay and Ahmedabad elementary female education has been accepted, parents have become accustomed to the idea of girls attending school regularly and place no obstacles in the way. Thus if there is no rapid progress in numbers I think it may be claimed that vernacular education is becoming firmly established. In the districts stagnation is to be accounted for by the continued prevalence of plague: under specially favourable conditions however individual schools do flourish in spite of depressing conditions. In the villages people themselves are either apathetic and merely submit to it or they are actually opposed to female education. A young teacher fresh from the Training College is often able to make her school bright and attractive and to increase the attendance temporarily, but under the monotonous conditions of village life and for want of the stimulus of outside interest and encouragement she tends to become mechanical in her work and to accept conditions which seem to be beyond her control. Occasionally these women are encouraged by visits from the wives of English officials moving in the districts, and the effect of any interest shewn by these ladies is very marked. In the city schools staffed with a proportion of trained teachers the teaching so far as it goes is very fair and is improving. In so far as inspection has taken the place of individual examination there is little temptation to resort to "cram" though there are still evidences of this in the teaching of object lessons, due, I fear, to wrong methods of inspection. School hours are unnecessarily long and much time is wasted: better results would be obtained with shorter hours and shorter lessons. The schools are staffed almost exclusively by women, a feature in itself desirable and

one which makes for the popularity of the schools, but at the present stage of women's education does not make for efficient teaching. The three Mahomedan schools under the Bombay Municipality make no progress; the teaching in them is poor. The Mission schools have generally the advantage of a European superintendent who is often a lady of high professional qualifications: under the continued direction of such a superintendent the schools become very efficient.

In the Native State of Patri the girls' shool had been closed for three months on account of plague. The teachers take great interest in their work which is only retarded by the forced closure of the school. At Idar Ahmednagar there is a girls' school and a teacher in charge, but female education can scarcely be said to exist at all at present. On the day of my visit, of which previous notice had been given, only nine children could be collected; of these only 3 shewed evidence of any teaching at all and one of these had been taught at a school in a neighbouring village. The average daily attendance for the month previous to my visit was 2.

10. Miss Ashworth further points out that, while the most successful Secondary Schools are privately managed, the most flourishing Primary Schools are those supported by local charitable bodies. She complains of the general dirtiness of the staircases and approaches to Municipal schools. The Mission schools are usually held in rented houses, except the C. M. S. School which has an excellent building of its own. The accommodation of Mission schools generally is sufficient and fairly suitable. The Sir J. J. School in the Fort has a very fair school building which affords ample accommodation and the Goculdas Tejpal and Alexandra Schools are well-housed. I quote again from Miss Ashworth the following remarks on particular schools:—

"The Goculdas Tejpal School is the only one in which cooking is taught. Needle work is well taught at the Alexandra School, the Sir J. J. School, and at the Mission schools. The use of the sewing machine is taught in Municipal schools. The Municipal schools teach up to Standard IV, and occasionally girls are allowed to remain after they have passed that standard and read in Standard V. As however no provision is made on the staff for the teaching of this extra standard the work done above Standard IV is desultory and of little value. The Goculdas Tejpal, the Sir J. J. Parsi Benevolent, and the Bhicaji Bengali Schools teach the full vernacular course, while the Mission schools and other private schools take the pupils on to the Anglo-Vernacular course after passing the third or fourth Vernacular Standard. Although it is obviously necessary for many girls to study English thoroughly, and for this reason the Anglo-Vernacular course is desirable, there can be no doubt that the best results in all round mental development are obtained where the vernacular course is followed throughout. There is no break in the continuity of the work, and the strain of learning difficult subjects through the medium of a foreign language is avoided. The girls in these schools are moreover not subjected to the strain and unwholesome excitement of examination, and the school atmosphere is more normal."

11. With regard to the instruction given in Municipal schools in Bombay Miss Ashworth says that the untrained teachers would be much improved if schools were closed on Saturday morning, and they were made to attend classes for teachers which might be held at one of the Central schools. I have already made rather long quotations, but the following passage I think deserves attention:—

The time tables are not well arranged and the lessons are too long. It has been found by experiment on English children under fourteen years of age that interest in and consequent attention to one subject cannot be maintained for more than forty minutes—the time varies with different subjects—and that the best results are obtained from lessons varying from half an hour to forty minutes. For infants under seven, lessons should not last more than twenty minutes, and ten minutes' interval between each should be employed in drill, singing or play. I would recommend that the school day should not last longer than 4½ hours: if the children are kept constantly and fully employed with short bright lessons they will learn more in this time than in 6 hours under the present arrangement. The average Indian girl is very sharp and learns quickly; it is not necessary or desirable to keep her confined for long hours in the school room, whilst it is very harmful to allow her to form listless habits in school.

It is to be regretted that no provision has been made for domestic training in the school curriculum. There are, I know, difficulties in the way of giving instruction in cooking, but that these are not insurmountable is shewn in the case of the Goculdas Tejpal School, where cooking lessons are given to girls of different castes. The experiment might at least be tried of holding classes for different castes in different centres—these classes might be held on Saturday mornings whilst the ordinary teachers are attending the proposed teachers' classes.

I have been much surprised to find how ignorant many of the school children are of their immediate surroundings and how narrow their experience of things is. In a class of a Bombay city school (Standard II) of twenty girls I found on enquiry that eight had never seen the sea or a ship: apparently the majority of the girls attending school have never been more than a

few streets beyond their own homes. On such a narrow basis of experience as this it is very difficult to build any satisfactory superstructure, and no amount of mere book knowledge alone can educate a mind whose knowledge of acual things is so circumscribed. It is essential that some means should be found for widening this experience. In England it is customary to take classes of school children for day excursions to museums, zoological gardens, and other places of interest, and there does not appear to be any insurmountable obstacle to a similar experiment in Bombay. A visit to the Victoria Gardens to study some definite animal or family, a journey along the different tram car routes, and, if possible, a trip on the harbour, or at least a visit to Apollo Bunder to see the ships and light-houses, would do more to widen the mental horizon of these city children than weeks of book lessons taken within the four walls of the school room.

12. The total number of girls under instruction in Primary Schools in the Central Division is 22,320 against 19,250 at the end of 1901-02. It is customary in almost all primary schools and especially in village schools for small girls to attend the boys' schools with their brothers. The number of such girls at the close of 1906-07 was 6,761. The pupils in Primary Girls Schools are as a general rule small unmarried girls below the age of 11 or 12. They generally leave school when in the 3rd or 4th Standard. They reside with their parents with the exception that in Mission Orphan Schools boarding arrangements are in some cases made. In these schools the girls stay much longer, and Mr. Prior says that in a Mission school at Nagar he lately saw a grown up girl who had passed the Public Service Certificate Examination. Mr. Chhatre, who is in charge of the district of Nagar, notes as a sign of approaching change "that some girls' schools, especially such as are under trained mistresses, are attracting married girls who attend school either to brush up their old lessons or learn new ones whenever they return to their parents from their fathers-in-law." Mr. Prior regards home-classes as perhaps the most promising means of extending female education in this part of India. "Missionaries," he says, "have for years carried on the system, but they are of course regarded with some suspicion by orthodox people. It is difficult for the Department to check the results in the absence of Assistant Inspectresses, but something might be done by empowering some of our higher trained mistresses to examine the progress achieved year by year. Another difficulty is the fact that these classes are attended by grown women, in whose case it seems hardly fair to make demands upon the rates." A home class teaching up to the 4th vernacular Standard has been started at Nagar, and is attended by 14 Buddhists, 41 Brahmins and 5 non-Brahmins. The number of girls in private institutions has fallen in 5 years from 2,635 to 1,886. Four institutions with an attendance of 246 were for girls only. Only 6 out of the 1,886 girls were in advanced institutions. Of the rest the majority were in schools teaching the Koran only.

"The total number of female teachers for primary schools for girls in the Central Division at the end of 1906-07 was 189 only, and of these only 72 were trained women. Practically all the biggest girls' schools are managed by Municipalities which, as a rule, grudge the comparatively high pay demanded by mistresses."

13. In the Northern Division the number of primary schools for girls has risen from 207 to 288. The new schools are with few exceptions Board schools, and owe their foundation to the two increased grants given by Government. The number of girls in girls' schools has risen from 14,685 to 17,134, and there were 7,489 girls in primary boys' schools. In Native States there are 49 schools with an attendance of 2,334. "Most of the Native States," the Inspector writes, "maintain a girls' school in the capital town, but it often happens that there is not a second in the State. These schools in the capital towns are, as a rule, efficient, and are sometimes remarkably good. The States take a pride in their girls' schools, and children of some of the members of the ruling family are sometimes placed in them." A large proportion of the aided schools are mission schools. The education given in them is of a higher quality. The number of these schools has risen from 41 to 44, but the attendance declined from 4,266 to 4,037 owing to the competition of schools which are maintained by societies that are opposed to missionary enterprise. The number of trained Head Mistresses and of trained female assistants has risen. Only 43 girls' schools were in charge of a Head Master. The figures show a large number of unqualified assistants, but many of them are employed more as Tedagars than as teachers. It is to be regretted that the pay of mistresses

is inadequate. The average pay of a trained Head Mistress under a Local Board is Rs. 19-2-0: under a Municipality Rs. 21-6-5: under the Training College Code, a third year trained woman is eligible for Rs. 50. But the highest salary in any Board school is Rs. 35, and there are only 14 mistresses drawing Rs. 30 or above in the whole Division. A profession, if it is to be attractive, must offer some prizes. The attitude of the people towards the education of girls is apathetic. They have no special objection to sending their children, so long as they are unmarried, to school, but they see no direct benefit to be gained by it while they do find them useful at home to help in the house work. This of course applies more to villages than to towns.

14. The prospects of primary schools in the Southern Division are bright. I quote from the Inspector's report:—

Of the 251 Primary Schools for girls, 100 are maintained by District Local Boards, 57 by Municipal Boards, 74 by Native States, and 18 are aided and 2 are unaided institutions. Of the 100 Local Board schools, 17 are under Head Mistresses and the rest under old and experienced male teachers. Besides these there are 35 female assistants, of whom one is trained. They are on the whole fairly well accommodated and well managed.

Of the 57 Municipal schools as many as 25 are under Head Mistresses, of whom 20 are trained and 5 untrained. Besides these there are 64 female assistants, of whom 6 are trained. These schools being situated in big towns are generally doing good and useful work. Of the 74 Native State schools, 29 are under Head Mistresses, of whom 10 are trained and 19 untrained. Besides these, there are 38 female assistants, of whom 4 are trained and 34 untrained. These schools are reported to be doing well. Most of the aided and unaided schools are under the supervision of European Missionaries and are fairly well managed.

From the increase both in the number of schools and pupils, it is evident that the desire for female education is increasing year by year. The more advanced classes find female education absolutely necessary, and the less advanced also have begun to appreciate it. The great difficulty in the way of its further progress is the want of trained mistresses able and willing to conduct a school on useful and practical lines and on correct methods of teaching.

The Female Training School at Dhárwár will, it is hoped, meet this want when it is in full working order. The Female Training College, Poona, serves the Maráthi districts of this division, and the number of students under training for the Southern Division in that institution is 6.

Girls are always admitted free into our schools. They are annually given prizes as far as funds permit in the shape of chol-khans, sáris, books, etc., and there are some scholarships and annual prizes from endowments in certain places. In short, every attempt is made to encourage female education. There is no longer any active opposition which was experienced in years gone by.

15. Mr. Karandikar adds that "among Brahmins—a forward class otherwise but not so in regard to female education—the marriageable age has been pushed forward to 12, and it is not uncommon that, at the time of marriage negotiations, the education of the girl has become an item of inquiry favouring the alliance."

16. The number of primary schools for girls in this Division has risen from 157 in 1901-02 to 251 in 1906-07, and the attendance from 7,700 to 13,587. In 1901-02 the total number of girls receiving primary instruction was 15,385, of whom half were in girls' schools and half in boys' schools. Now the total number is 21,537, of whom only 8,080 are in boys' schools.

17. There are certain special circumstances which operate against the spread of girls' education in Sind. The purdah system, a general dislike to leave home, the fact that more can be earned by needle work in the home than is given in the form of a stipend at the Training College, and the general contempt in which the teaching profession is held—all make it difficult to get a supply of trained teachers. Generally, too, it is necessary to separate Hindu and Mahomedan pupils, and this makes the organisation of schools in small towns a matter of difficulty. Still there has been an advance. Methods of teaching have improved. The number of Hindu girls attending school has more than doubled in five years. Parents are willing to let their girls remain at school much longer than formerly. Aided Mahomedan schools have for the first time come into existence. As a rule Mahomedans prefer home education for their girls. Probably the education of this community would advance faster if there were more Mahomedan officials. As it is there are a considerable number of indigenous schools scattered about Sind. Some of them are good and well

supported by the villagers. It will be possible in time to find out these and improve and organise them. Sometimes the Mulla has a relative whom he has educated sufficiently to give a little simple instruction. The success of Local Board schools is much furthered by the interest taken in them by officials, both European and Natives. Aided primary schools have, as a rule, improved very much. Mission schools are well staffed and supervised, and the Inspectress reports that the "aided schools under the management of Indian gentlemen are fortunate in the local interest that is taken in them." In 1901-02 there were 117 girls' schools in Sind with an attendance of 4,181. The corresponding figures for 1906-07 are 124 and 6,682. Out of a total of 8,076 girls receiving primary instruction in 1901-02, 4,419 were in schools for boys. The total now is 9,377, of whom 3,072 are in boys' schools.

18. In Káthiáwád the number of girls in Primary Schools has risen in five years from 167 to 202, of which 107 are under private management. There are in the whole Province 11,090 girls under instruction, of whom all but 46 are in the primary stage. The number of girls in boys' schools is rapidly increasing. The arrangement is an economical one. The girls of course are all very young: and there is nowhere any objection made to putting very young girls under elderly masters. The pay of Mistresses is low. It ranges from Rs. 2 to Rs. 35 in State schools, and from Rs. 4 to Rs. 18 in aided schools.

19. The number of lady students in Arts Colleges and in the Medical College slowly increases. In the School of Art the number of female students is 11. In the Central Division the number of female pupils attending industrial and special schools teaching such arts as lace-making, embroidery and sewing is 310, and 345 girls are learning drawing. 149 are receiving instruction in Training Schools for Mistresses. In Sind the Local Board School at Sanghar gives instruction to the Hur girls in needle work and embroidery. The Convent Industrial School at Karáchi for children of the Goanese community, which is aided by the Municipality, enables girls to earn their own living by needle work. The pupils also assist in giving instruction in needle work to the Municipal girls' schools. The Lakshmi Shala of the Hindu Reform Association at Hyderabad, an unaided school, meets a great want by training and giving employment to poor women. Training is also given to needle work teachers for the girls' schools of the Association. In Káthiáwád only one girl attends the drawing and modelling class at Gondal, and she is a Parsi.

CHAPTER X.

European Education.

1. The number of European and English-Teaching Schools remains the same as it was in 1901-02. But the large increase in the indirect expenditure on them shows how desirous Managers are to improve their buildings and equipment. There has been a slight decrease in the number of pupils attending European Schools, but the percentage of non-Europeans in them has fallen. In English-Teaching Schools there has been an increase of 976 scholars, but the number of Europeans in them has fallen so much, being only 607 out of a total of 6,662 pupils, that they are now practically native schools teaching according to European standards. The pupils of European schools are genuinely Europeans and Eurasians. Children, the European origin of whose forefathers is doubtful or obviously remote, are relegated to English-Teaching Schools. "If," the Inspector writes, "we deduct from the total number of European children under 15 those who attend Military schools, infants under 4 years of age, children educated at home, and the few who are educated in Hill Stations outside the Presidency, it would appear probable that the number of such children who were studying in schools on March 31st, 1907, is not very much less than the number who are of an age to be instructed. The number of girls has been considerably in excess of that of boys, and on the whole girls seem to carry their school education to as high a stage as boys. Only about 30 per cent. of the children in the primary stage carry on their education to the middle stage. But the low percentage is due to fewness of the European children who remain in India over 12 years of age." Comparatively few Europeans and Eurasians attend Arts Colleges or graduate in arts. In Law Colleges there has been on an average only one student per annum, and only three have passed the 1st LL.B. Examination. On the other hand there have been 454 male and 85 female students studying Medicine in a College, or an average of 107 per year. Most of the men are being trained for appointments as Military Assistant Surgeons. Only 8 obtained the L. M. & S. degree. In 1906 there was one European student of Agriculture.

2. All recognised European Schools in the Presidency are under private management. Half of them are mixed schools. Roman Catholics alone make a point of separating the sexes except in the infant stage. "The Protestant Schools are generally the weakest financially. Roman Catholic Schools seem more easily able to raise money in subscriptions and are less burdened by expenditure on staff, since they have a large number of well educated Fathers to draw on for teachers." European Schools are naturally placed in great towns, at railway centres, and on the hills; and it is most unfortunate that religious differeneces lead to the duplication of schools at the same centre. Mr. Covernton writes—

"Roman Catholics will not send their children to Protestant Schools if they can avoid it, while the controversies in England have shown that it is almost equally difficult to get the various Protestant sects to unite for educational purposes. Two Anglican Schools, one Roman Catholic School, and one Scottish School lie within a stone's throw of one another in Bombay, where one boys' and one girls' schools would suffice, and in Poona five European Schools for girls do the work which, even admitting the long distances to be traversed, could be performed by two."

As to English-Teaching Schools Mr. Covernton reports thus—

"The pupils of English-Teaching Schools are mainly Goanese and Native Christians with a considerable number of Hindus and Parsis, who are admitted after they have passed through the Primary Standards of Vernacular Schools. They study the European Schools' Code and are taught in English as soon as they understand it sufficiently. At first instruction often has to be given partly in Hindustani. The staff of such schools is drawn from the same sources as that of European Schools, but it contains a larger number of Goanese and Native Christians, and is on the whole less highly educated and contains fewer trained teachers. Such schools consequently are generally aided on a lower scale than European Schools, and the Europeans educated in them are likely to obtain a less efficient education than if they attend a European School. By mixing with pupils who speak at home Konkani or some other Vernacular and who, while they wear European dress, retain many native habits, they are liable to pick up a bad accent, corrupt forms of speech, and bad habits generally. At the same time it must be remembered that the distinction between the two classes of schools is rather a technical one, and that an efficient European School may be transferred to the list of English-Teaching, if it admits one native pupil more than the 20 per cent. allowed."

3. Grants-in-aid are no longer awarded according to Examination results. The system of inspection and assesment is the same as that applied to native schools. The grant is limited to one-third the expenditure or half the local assets. The grant, when once assessed, remains fixed until circumstances alter and a sufficiently strong case be made out for re-assessment or reduction. Grants are also given for buildings, and equipment, and drawing, and provision is made for destitute children at the rate of Rs. 5 to boarders and Rs. 2 to day-scholars. Provision is also made for recognition of Unaided Schools. In the course of instruction standards V and VI constitute the Middle stage and standards VII—IX the high stage. At least four hours secular instruction a day must be given: but managers are free to insist also on religious instruction. Promotions are now left to the managers and teachers, subject to the approval of the Inspectors. A new Code is now under consideration and, if accepted, will improve the financial position of these schools. The arrangement of lessons and school hours naturally varies with the climate. For instance, schools on the Ghâts must be closed during the monsoon. Hill Schools are naturally almost entirely boarding schools. The want of play-grounds is severely felt in town schools, especially in Bombay. "The Bombay Girls Athletic Association is making some provision for this, but until now the only form of recreation of a great number of girls has been a walk round the band-stand, which is neither physically nor morally beneficial." On the subject of discipline Mr. Covernton says:—

"Discipline is on the whole satisfactory. In a few schools, *e. g.*, the Cathedral School the monitorial system is in vogue. In Protestant Girls' Schools the pupils are closely supervised, but without undue interference or prying. In Roman Catholic Boarding Schools pupils at work, play, or in sleep are under supervision. I am inclined to believe that there is less self-consciousness, affectation and levity, more realisation of the importance of work and duty in Protestant than Convent Girls' Schools. This may, however, be largely due to home influences. In Railway Schools the children are often irregular in attendance, many parents seeming not to realise the importance of education. Sometimes the Railway authorities can be induced to enforce attendance."

4. Mr. Covernton is doubtful as to the good effect of substituting inspection for examination. He is, he says, constantly assured by Principals that teachers even more than pupils require the stimulus of outside examination to make them throw even a moderate amount of strenuousness into their work.

5. Hitherto the Matriculation Examination has been regarded as the leaving examination of these schools. But during the last three years the Cambridge Local Examinations have been increasingly popular. These examinations are useful as affording a means of judging Indian schools by English standards. On the other hand if the three Cambridge Examinations are taken in three successive years, there is considerable danger of overstrain. The popularity of the Cambridge Preliminary threatens to revive the Primary School Examination in a more advanced form.

6. The number of mistresses in these schools exceeds that of masters four times. It is difficult to get men to work on the salaries offered. But, though women are the best teachers for infants, yet discipline is relaxed and the instruction in many subjects is poor, when they are put in charge of higher classes. The number of trained teachers is little more than one-sixth of the whole, and the training of many of them has been very inadequate. To the trained teachers are to be added 23, mostly women, who have passed the examination in the theory and practice of teaching for the Bombay Secondary Teachers' Certificate. Sixty-six teachers have not even studied the full high school course. They are employed only in primary standards, but such skill as they possess is but the fruit of their own experience. Native teachers are employed only for special subjects, but they find it difficult to control European boys.

7. In English-teaching schools male and female teachers are about equal in number. There is not much difficulty in getting Goanese youths to work on a small salary. Roman Catholic schools are most fortunate as they have among their teachers 47 Fathers and Sisters who have had a sound education in Europe. Roman Catholics too appear to be more successful in inducing their pupils to become teachers partly, no doubt, because in so many cases they give them their education for little or nothing. I quote in full what the Inspector says on the subject of salaries.

"In judging of the staff of European schools, the question of the salary is most important and I think it desirable to state the situation in some detail. The salaries of Principals or Head Masters of schools including High and Middle standards (excluding Head Masters who work under Principals) range from Rs. 430 per mensem with free quarters (at the Bombay Education Society's School) to Rs. 150 with free quarters: the average is Rs. 267 with free quarters. The average is lowered by the inclusion of Railway Middle Schools, whose Head Masters are always paid Rs. 150 with free quarters. Considering only those Principals whose salary may be said to be fixed at market rates, their salaries may be said to range from Rs. 430 to Rs. 200 per mensem, in all cases with free quarters: the average being Rs. 305 per mensem. Salaries are usually unprogressive. The Principal can often add to his income by taking in boarders. The salaries of Head Mistresses are difficult to fix, since they are usually Missionary schools and the salary is therefore not fixed at market rates. The Head Mistress of the Bombay Education Society's Girls' School draws Rs. 200 with free quarters, which may be taken as the highest a Head Mistress can expect. A male first assistant draws from Rs. 200 with free quarters (Bombay Education Society's School) to Rs. 100 with free quarters (Bishop's High School, Poona): average Rs. 153 with free quarters. A female first assistant draws Rs. 145 with free quarters to Rs. 75 with free quarters. At Railway Middle Schools Rs. 50 is the fixed salary and the first assistant is generally the wife of the Head Master. Subordinate assistants (male) receive from Rs. 150 to Rs. 50, and usually in Bombay have to find their own quarters. Female assistants draw on an average Rs. 65 to Rs. 30 (maximum Rs. 100, minimum Rs. 15) and have to find their own quarters. In small Railway schools, the third assistant is often only paid Rs. 20 per mensem, while in Roman Catholic Schools girls often agree to teach for a period on Rs. 10 or Rs. 15 per mensem, as some return for having received a free education. Kindergarten teachers (female) command higher salaries, Rs. 100—Rs. 30, the average being Rs. 53 per mensem without quarters: Music Mistresses average Rs. 70. In small schools teaching only Primary Standards (usually Railway schools), the Head Mistress' salary ranges from Rs. 120 to Rs. 45, usually with free quarters, while the first assistant receives from Rs. 60 to Rs. 25. In further explanation of these figures it is to be noted that the teacher with the best qualifications usually teaches the higher standard and draws the higher pay: that salaries are usually unprogressive, unless a teacher is promoted to a higher class: that teachers in Railway schools are usually paid at the minimum rates."

8. A certain number of teachers from recognised schools are admitted free into the Secondary Training College in Bombay. But they must be graduates, and this excludes all but 32 of the teachers in European and English-teaching schools. The Principal and Vice-Principal of the College also deliver certain public lectures open to teachers, though Mr. Fraser tells me that they are not very well attended. The number of teachers holding the Secondary Teachers' Certificate is also increasing. At the present time the two main wants of the schools under consideration are better paid and better trained teachers.

9. There are no special technical schools for Europeans in the Presidency. There are always a few Europeans and Eurasians seeking training in technical and professional schools. "Taking the average of the last five years," Mr. Covernton reports, "there have been each year 3 males and 4 females in the School of Art, 25 males in Technical and Industrial Schools, 4 males in Commercial Schools, 25 females in Teachers' Training Schools, and one or two in the workshops of the Poona College of Science. About 8 pass the Commercial Examination each year. Considering the opportunities available for students of engineering, the number studying this subject is very small. A few boys probably go on to Roorki and some go to England to study the subject."

CHAPTER XI.

Education of Mahomedans.

1. Mr. Prior says of the Central Division that the chief obstacles to the progress of Mahomedan Education are the extreme poverty of the people and their conservative affection for Urdu of which it is difficult to find teachers and which is almost useless in Marathi districts, so that the Boards grudge the money spent on it. But special schools and classes have been opened for them, and a Mahomedan Assistant has for many years been attached to the Inspecting staff of each district to foster the progress of education among his co-religionists. The children are admitted into primary schools at half the ordinary fee rates except in the Sholapur district, where they are admitted free. Some of the High and Special School Scholarships are reserved for them in this as in all Divisions, and they have also certain special Scholarships. Each District Local Board reserves Scholarships for them with the intention that they should join a Training College, and in the College also special concessions are made to them. By the aid of a wealthy Mahomedan gentleman resident in the district a class of boys reading the Higher Urdu Standards has been established at Nasirabad near Jalgaon. The boys live in a modest hostel, and receive small stipends which are found mainly by the Municipalities of the district, and in part by the District Local Board. The Joint Schools' Committee in Bombay also is spending money freely in the creation and support of Urdu Schools. But, unfortunately, they are often indifferently and poorly staffed. The total number of Mahomedans receiving instruction has increased in five years from 23,684 to 28,216. But it is noteworthy that the attendance in private institutions, which teach Arabic or Persian and the Koran only, is about one-third of the attendance at public institutions. Still it is satisfactory to note that the attendance in Primary Schools has risen by 3,000, that in Colleges from 81 to 101, and that in Secondary Schools from 1,187 to 1,313. It is a hopeful sign that prominent and influential Mahomedans are awaking to the Educational needs of their community. One of the greatest difficulties is to provide a supply of trained Mahomedan teachers.

2. In the Northern Division the total number of Mahomedans receiving instruction in British Districts has risen from 14,144 to 15,052. In Primary Schools there has been an increase in all districts except Kaira, where there was a temporary decrease owing to plague. Most noticeable is an increase of over 500 in the Broach District which has nearly twice as many Mahomedan children in schools as any other district. It has eight special schools for Mahomedan girls, of which six are Local Board and two Municipal schools. In no other part of the Division are there so many girls at school, and no where else has the attendance of girls increased so much. This is natural, because there is no other district with so many Mahomedan inhabitants. But for the same reason it is disappointing to find that Broach stands second to Ahmedabad and Surat in the matter of Secondary Education. The total increase of pupils in Secondary Schools is from 462 to 541. There are 206 purely Koran Schools in the Division with an attendance of 6,973 pupils. The want of trained Mahomedan teachers is severely felt in this Division also, and the District Local Board of Broach maintains a special class with a view to supplying the want.

3. In the Southern Division the number of Mahomedan pupils has risen from 15,998 to 20,984, of whom 17,538 are males and 3,446 females. The attendance in Primary Schools has risen by a little over 5,000 and there is a fair increase in Secondary Schools. The number of pupils in the Training College has also increased, and generally in the Division the figures are encouraging. "It is a matter of congratulation," the Inspector writes, "that Anjumans are being organised every where and that real efforts are being made *from within* to foster education in the Mahomedan community."

4. It is not necessary to add with regard to Sind to what has already been said in connection with Secondary and Primary Education in that Province

It is by apathy and poverty that Mahomedan education generally has been retarded. But I cannot help thinking that there will soon be a move forward. I believe that in the leaders of the community a real ambition to take their proper place in society has at length been awakened, and that this, coupled with the conviction that without education they can in the world of to-day accomplish nothing, will soon lead them to use more generally and more effectually their influence and their money to bring the children of their community into schools and colleges.

5. The educational position of Mahomedans in Kathiawad continues to be satisfactory. In times of plague and scarcity it is inevitable that there should be an occasional falling off in attendance at Primary Schools. But the Mahomedan States are liberal in their encouragement of education. From this Province as from every part of the Division comes a lament over the want of properly qualified teachers.

CHAPTER XII.

Education of Backward Classes.

1. I propose in this Chapter to deal first with Aboriginal and Hill tribes, and secondly with depressed castes.

2. There is a large population of the first class in the mountain tracts of the Poona, Nagar, Násik and Khándesh Districts. The number of children under instruction in the Central Division has risen from 1,480 to 2,067. Of these 11 are in Middle Schools, 2,037 in Primary Schools, and 19 in Special Schools. Twenty-five separate schools have been opened for these classes. At Nandurbar a hostel has been erected for a Bhil Class. Special Scholarships and small monthly payments in money are made to encourage attendance. It is hoped that similar hostels in connection with Central Schools staffed by Masters of the pupils' own caste may soon be started in other districts in the Deccan.

3. But it is in the Northern Division that the most systematic and successful efforts have been made to cope with the difficulty of educating these classes, and I will give in Mr. Lory's own words the story of this campaign against ignorance. The quotation is a very long one, but I think the interest of the story will excuse it. It brings into relief the essential difficulties of the problem and shows how they may be met.

"The principal classes reckoned under this head of backward classes are the Kolis, the Bhils, who are found chiefly in the Rewa Kántha and Panch Mahál and in parts of the Broach District, the Kaliparaj of the Surat District, and the various wild tribes (chiefly Kolis, Thakurs, and Wárlis) of the forest and hill tracts of the Thána District. It also includes the Machhis, or fishermen, of the Thána and Surat coasts.

The degree of backwardness of these different peoples varies considerably. To none perhaps could the term barbarous be justly applied. The wildest and most backward are probably the Bhils of the Panch Mahál and Rewa Kántha, and the Hill Kolis of the Thána District, but many of the Bhils, particularly in the Broach District, have reached a fairly high stage of advancement, and everywhere new roads and railways are bringing these peoples into closer touch with civilization. At the other end of the scale are the Kolis of the Ahmedabad District and the Dharalas (Kolis) of the Kaira District. To many of these the term backward can only be appropriately applied for purposes of comparison with the more advanced Hindu castes; they are in many places intelligent and successful cultivators, and are far removed from the true aboriginal of the hills and forests.

The question of spreading education among these classes of people is one which receives careful attention. The children are everywhere admitted free, and during the last five years special schemes have been devised to further the end in view. These will be dealt with in detail below.

The number of such children in all kinds of institutions rose from 8,221 to 10,093. The latter number however was considerably below that for the previous year, which was 11,693.

The prevalence of plague accounts for the decrease that occurred in the Ahmedabad and Kaira Districts, and to a lesser extent also in the Rewa Kántha, the Panch Mahál, and the Surat District and Agency.

More than a third of the total population of the Thána District belongs to these backward communities. In the year 1901-02, however, there were only 200 such children attending school. In the year 1903-04, Mr. J. P. Orr, then Collector of Thána, addressed Government on the subject; he pointed out that unscrupulous sávkárs, aided by the construction of roads and railways, had taken advantage of the ignorance prevalent among the people of these classes in the Thána District to rob them of their land and possessions, and urged the necessity of spreading education among them to enable them to protect themselves. He pointed out that the chief reason why the schools established for this class of people generaly failed was that the masters employed were as a rule high caste Hindus. Such men were altogether out of touch and out of sympathy with the rude inhabitants of the hills and jungles, and they regarded being posted to schools in such parts as banishment, the inevitable result being that the schools languished and attendance fell so low that they had to be closed. This view of the cause of failure of such schools is generally admitted to be true; the object of the master who is sent to such a school is to get transferred from it on the first opportunity, and the surest means of securing this end is found to be to neglect the school until its condition becomes such that its existence has to be terminated. It is even stated that masters in order to gain their object have been known to take active measures to prevent boys from attending their schools.

Mr. Orr therefore proposed that a definite attempt should be made in the Mokhada Pethá, a hilly tract on the borders of the Násik District, where the people had hitherto through their inaccessibility been less exposed to the ravages of the sávkárs. He proposed that special encouragement should be given to every member of a backward community that could be found, if he had even the slightest pretentions to qualification as a teacher. He also proposed that some inducement in the shape of grain, and presents of cloth, caps, and other articles, should be given to the children to attract them to school.

It was pointed out by Mr. Giles that the best way of dealing with the difficulty was to establish a central class in the Mokhádá school where boys from the whole Petha would be given stipends and educated for the purpose of their employment as teachers in the village schools.

The system recommended by Mr. Orr, and that recommended by Mr. Giles, have both been put into execution. Masters, themselves belonging to backward communities, have been employed wherever it has been possible to do so, and in other cases teachers of other communities have been sent from other parts of the district with an extra allowance of Rs. 5 per mensem.

Rewards are given for regular attendance. These were at first given in the form of grain, but such an arrangement was found to be impracticable and money is now given. A sum of annas 6 is allotted to each child who has during the month attended school for 80 per cent. of the working days. Of this sum, 4 annas is given the child at the end of the month, and 2 annas is reserved, month by month, and only given in the event of the child passing the annual examination, when all the deferred sums due to him are given.

There were in the year 1902-03 only 4 schools in the Petha, with 113 children on the rolls, of whom only 37 were studying under standards. In the year 1906-07 there were 14 schools with 761 children on the rolls, of whom no less than 439 were studying under standards. Of the latter 212 passed the annual examination.

It will be seen that the scheme has been undoubtedly successful. On the other hand the expenditure on the schools is considerable. In 1906-07 a sum of Rs. 1,646 was spent on the award of attendance scholarships, including the sums deferred to the end of the year. To this must be added the cost of the extra allowances given to the teachers. The Board however are probably well advised in incurring expenditure for such a purpose, and it is hoped that in course of time, when a sufficient supply of local masters has been created, it may be possible to dispense with them. A beginning would probably be made by their discontinuance first of all in the Infant class.

All the schools except the Mokhádá school teach Rural standards.

The difficulty of maintaining adequate supervision over these schools is great, as is natural when the status of the teachers and the inaccessibility of the villages are taken into consideration. To meet this difficulty the special duty of visiting all the schools in the Pethá has been imposed on the Head Master of the Mokhádá school, who is a third year trained man and draws Rs. 30 per month. He is given a pony allowance of Rs. 8 per month, and is required to visit all the schools monthly, for the purpose of checking the attendance and instructing the teachers in the method of education. But the scheme depends even more largely on the local Revenue officer with whom lies the task of persuading the people to send their children to school, and the success with which the scheme has already met is in great measure due to the exertions of the two previous Máhálkaris of the Pethá.

Side by side with this extension of the schools has been carried out the scheme of training boys to serve as teachers. There are now 11 boys in the Central Class at Mokhádá, of whom 3 are in the VIIth standard studying for the Vernacular Final Examination, 5 are in Standard VI, and 3 in Standard V. These boys receive stipends of Rs. 3 or Rs. 4 per month according as they are inhabitants of Mokhádá or come from other villages. For the latter boarding arrangements are made by the Head Master, and special quarters are now about to be constructed by the District Local Board.

Parts of the Surat District are largely or entirely populated by a class of people known as Kaliparaj, of whom there are several castes or divisions. There were 2,166 such children attending the schools, but a large proportion of these were in the towns and villages in the more advanced parts of the district. Some years ago the necessity of providing more special schools in parts entirely inhabited by people of this class was urged on Government by the Revenue authorities, and Government decided that additional expenditure should be incurred by the Board, and funds for this purpose were obtained by closing schools in more advanced parts of the district. At the opening of the quinquennium, there were 39 special schools for Kaliparaj children. The condition of these schools, however, has remained most unsatisfactory. In some few schools Kaliparaj masters were employed, but these were men with no qualifications and they invariably proved untrustworthy. In most schools however Ujaliparaj masters (*i.e.* men belonging to classes other than Kaliparaj) were employed; these however proved unsatisfactory for the same reason as that described in the account of the Mokhádá Petá scheme, even though the experiment of sending trained masters on Rs. 20 and Rs. 25 per month was tried. At the end of the quinquennium the number of special Kaliparaj schools had fallen to 32.

It was therefore thought that the best means of improving the condition of these schools was to supply them with well qualified Kaliparaj teachers. For this purpose a central Boarding school was opened in 1904 in the Mandvi Táluka, in the heart of the Kaliparaj country. Special buildings of a cheap and unpretentious character were constructed and the most promising Kaliparaj boys from various parts of the district were collected and placed under a specially selected 3rd year trained Head Master, in receipt of Rs. 35. The numbers were limited to 50, but the school has been full ever since its opening and there are always more applications for admission than there is room for.

The boys all board in the special quarters provided for them. Their messing arrangements are under the supervision of the Head Master; the average cost of board and living amounts to about Rs. 3-5-0 each per mensem.

The course commences with Rural Standard IV. After completing Rural Standard V the boys go on to ordinary standards V, VI and VII. At the time of the last examination of the school there were 10 boys in Rural Standard IV, 20 in Rural Standard V, 14 in Ordinary Standard V, 9 in Ordinary Standard VI, and 2 in Ordinary Standard VII, in all 55. The two boys in the VIIth standard passed the Vernacular Final Examination last year and will appear at the entrance examination of the Ahmedabad Training College this year. It is not intended that ordinarily boys from this school should attend the Training College. After passing the Vernacular Final Examination they will usually be kept in the central school for a year or so as extra assistants, during which time they will work under the eye of the Head Master who will instruct them in the art of teaching. Boys of this class would usually be out of place in the Training College, as will be readily understood. The case of the two boys in question however is peculiar; they passed the Vernacular Final Examination with great credit and they are represented to be particularly bright boys who are well fitted to take advantage of, and profit by, a course of training at a normal school. The issue of the experiment will be a matter of interest.

The staff of the school and their salaries were as follows:—

		Rs.
Head Master ...	3rd year Training College ...	35
1st Assistant ...	Do.	25
2nd Assistant ...	2nd year Training College ...	20
3rd Assistant ...	Public Service Certificate ...	10

The total cost of the institution for the year 1906-07 was as follows:—

	Rs.	a.	p.
Salaries of staff	1,006	8	0
Do. servants	176	5	4
Boarding charges	1,996	13	3
Contingencies	60	0	0
Total ...	3,239	10	7

The whole cost is borne by the District Local Board.

That the school has been an unqualified success is not open to question. It has been pronounced as such by all the officers of the Revenue Department who have visited it, and the Deputy Inspector has given it as his opinion that the quality of the education, and the tone and discipline of the school, are in no way inferior to those of the best schools attended by children belonging to advanced communities.

For the same purpose, namely to provide teachers for schools attended by Kolis, Bhils, and Talavias from among the ranks of those communities, a central class for boys of these classes was opened in the Broach District in 1905. The class is attached to a District Local Board school situated in a part of the district largely populated by people of these classes. It contains 15 students, who are in receipt of stipends of Rs. 4 per month. Arrangements are made for their board and lodging by the Head Master of the school. Of the 15 boys in the class 9 are Kolis and 6 Bhils.

The course of instruction is of three years and follows vernacular Standards VI and VII and the 1st year's course of the Male Training College. Of the 15 students 5 are in the 1st year Training Class, or continuation class as it may be called, of whom 2 are Bhils, 5 in Standard VII, and 5 in Standard VI. Two boys passed the Vernacular Final Examination last year from this class.

It will be seen from these results that the class, which was started in 1905, has met with marked success and that we shall soon have a large supply of well qualified Kolis and Bhils who will take their place as masters in the village schools attended by children belonging to these communities. It is not only the learning they receive that so qualifies them; by far the more valuable part of their education and training is the discipline and order to which they are required to submit. Thus the Deputy Inspector reports that at first they were apt to be "rough and wild and did not take kindly to the system and order prescribed for their

work, study, and diet." By the exercise of patience and kind treatment, however, they are now said to have become "a reformed set of people, disciplined into habits of regularity and diligence."

All Bhil and Talavia children in the village schools are given scholarships of from annas 2 to Rupee 1 per month. Though the actual number of the backward class children in village schools in the Broach district for 1906-07 was somewhat less than that for 1901-02 (1,2[illegible] against 1,353), the figures for the former year were unnaturally swollen by the doles that were given to the children in schools, that having been a year of famine. The numbers are showing a steady increase, and the clearest proof of a genuine improvement is shown by the fact that there has been a very large increase in the number studying under standards.

A Talavia girl from the Broach District is studying in the 2nd year's class of the Female Training College at Ahmedabad and a Bhil pair are studying with a view to entering the Training Colleges, the boy in the VIth standard and the girl in the Vth standard.

In the Panch Mahâls, which is a very backward district and is in parts inhabited entirely by Bhils, the numbers rose from 46 to 345. The former number however was abnormally low owing to the district having then recently passed through a time of famine. The condition of the schools is unsatisfactory and education cannot be said to be progressing among these people.

A Central Class for Bhils and Patelias has recently been opened, which is attended by 10 children. If this proves successful it is proposed to start a central school, on the lines of that for Kaliparaj boys in the Surat District.

In the Rewa Kántha Agency, which adjoins the Panch Mahâls, the number of such children has risen from 542 to 1,149. By far the majority of these are in the Rájpipla State. The State follows the wise and liberal policy of giving regular attendance scholarships of from two to four annas to children of this class. It also gives two scholarships of Rs. 4 per month to enable such boys to continue their education in the main school at Nándod, the capital of the State. During the past year three boys passed Standard VI and one boy Standard VII.

There are large numbers of these backward people in the Mahi Kantha Agency and in the Palanpur State, but the States appear to do nothing to promote education among them.

The above remarks deal only with children studying in Primary Schools. Besides these there were 3 boys studying in Anglo-Vernacular Schools. There were also 40 children (23 boys and 17 girls) in special schools. All of these were in the Mahajan Home Industrial School, Surat. This institution is maintained by private funds and is managed as a Charitable Institution by certain Hindu gentlemen. The children all belong to the Kaliparaj community; the boys are taught carpet weaving and dyeing, and the girls embroidery. The children are all boarded in the school. The Industrial School and the Primary Schools (Boys' and Girls') attached to it receive grants from Government. The progress made by the children is reported to be highly satisfactory both in the Vernacular Schools and in the Industrial School."

4. In the Kolába District of the Southern Division three schools have been started by the Local Board for boys belonging to aboriginal and hill tribes, and two more are conducted by a Mission Society which receives a special grant from the Board. Small money payments and a dole of rice will induce parents to send their children to school. But as yet nothing has been done in the direction of boarding houses or training young men of the tribe as teachers.

5. Great progress has been made with the criminal tribe of Hurs in Sind. Several schools have been opened for them, and if the attendance decreases it is for the satisfactory reason that well conducted Hur families are released from confinement within the settlement areas. Scholarships are given in the schools and materials are provided free. Last year boys from these schools were permitted for the first time to present themselves for the Vernacular Final Examination and of six candidates five were successful. These boys are now employed in the settlement schools and are released from Police supervision and confinement to bounds. It seems possible that education may in the end convert these people into free and peaceable citizens. About aboriginal and hill tribes generally in Sind it is not possible to obtain information. Only three children were reported as being educated in 1906-07.

6. In Káthiáwár the Bhils and Kolis number over a quarter of a million. The ordinary schools are open to them, and free scholarships are offered to them, but the number attending schools is quite insignificant.

7. The number of low caste children in the Central Division has risen from 7,304 to 8,941. The total number is not large, but the increase is satisfactory.

They are admitted free into schools and receive presents in the form of books, slates, etc. Special schools have been opened for them by Boards out of their increased grants, and it is curious that where such schools are opened the children seem to prefer them to the schools which the Missionaries have maintained for their benefit. I suppose that if the number of pupils seeking instruction increases the Boards will generally prefer to open special schools for them rather than admit them into ordinary schools. It is difficult to see what career there will be open to them even when they are educated. The feeling against them is of course very strong, and it is instructive to note that in the whole of the Native province of Káthiáwár only three children belonging to the depressed classes are being educated, and they are in a Mission school. None but Mahomedans or low caste men will accept Masterships in the schools. There are 72 special schools or classes for them in the Southern Division, most of which are under unqualified teachers. They are as elsewhere admitted free into ordinary schools, but of course they must sit apart, and the accommodation is limited. The Inspector says of them that "they are generally poor, uncleanly in their dress and habits, and irregular in attendance. Hence their progress is moderate." But the following quotation from his report shows what they are capable of accomplishing:

> It is with great pleasure that I record the unique career of a youth of Nador caste, a backward class of Kánara. He studied in a Board School, joined the Training College, and took high rank in the final or third year's certificate examination of the College. He served as a school-master, and utilised his leisure to read English. He passed the Matriculation, took leave and graduated from Elphinstone College. With the help of the Agricultural Department he secured a Government of India Scholarship and is now in England studying agriculture.

CHAPTER XIII.

Education of Defectives.

1. It appears that it is only in the Central Division that provision is made for the education of these unfortunates. The following extract from Mr. Prior's report will show what has been done for them during the period under review :—

During the quinquennium under report 4 schools have been started for the education of the Blind, *viz.*, (1) The American Mission Anglo-Vernacular School for the Blind, Sirur; (2) Miss Millard's School for the Blind, Bombay; (3) Victoria Memorial School for the Blind, Bombay; and (4) the Zenana Mission School for the Blind, Poona; while there was none at the end of 1901-1902. The total attendance in these schools was 102 at the end of 1906-1907. The American Mission Anglo-Vernacular School, Sirur, is the only Secondary School. It is attended by 7 pupils and received a grant of Rs. 150 in 1906-1907. Miss Millard's School and the Victoria Memorial School are attended by 48 and 39 pupils and received grants of Rs. 2,000 and 1,500 respectively. Both the schools are mainly Primary but they teach some English also. The Zenana Mission School for the Blind, Poona, is a purely vernacular school, attended by 8 girls, and received a grant of Rs. 200. The education imparted in these schools is on the Braille system.

The number of schools for the education of deaf-mutes remains unchanged, there being only one institution in this division, *viz.*, the Institution for Deaf-Mutes in Bombay. There is an increase of 7 pupils, the attendance of the school being 22 in 1906-1907 against 15 in 1901-1902. Of the 22 pupils, 2 are Eurasians and Europeans, 7 Native Christians, 1 Jain, 1 other Hindu, 4 Mahomedans and 7 Pársis. The Institution is aided by the Department and receives a fixed grant of Rs. 1,200. It is a Primary School but some English is also taught.

CHAPTER XIV.

Reformatory Schools.

1. With regard to reformatories the policy of Government has been to convert them from prisons into schools. The Educational Inspector, Central Division, says :—

"Beyond the fact that boys are necessarily always more or less under supervision and are locked in at night, there is very little of the prison atmosphere about the place. The separate cells for night-use are being replaced as fast as possible by dormitories, and the school games are heartily enjoyed : nor do I think that any one visiting the school would ever guess that the children are in any way different from those in an ordinary school."

2. During the last five years 189 boys were admitted at Yerávda, all of whom, besides receiving elementary instruction in school and being put through a course of manual training, were taught one or other of the following trades or industries :—carpentry, blacksmith's work, painting and varnishing, book-binding, vegetable gardening, flower gardening, or agriculture. An Assistant Superintendent and one teacher have been added to the staff. Of 136 boys discharged during the quinquennium, 32 were carpenters, 21 blacksmiths, 19 book-binders, 11 printers, and 53 either gardeners or agriculturists. It is satisfactory to note that boys on discharge find no difficulty in obtaining a decent living. The system of licensing boys to private individuals was started in 1904, and during the last three years 56 boys were sent out to work under private employers, not more than two being allowed to any one employer. This system has been very little abused, and it has lately been suggested that the more trust-worthy of the bigger boys should be allowed to go errands under no supervision whatever.

3. In the Sassoon Reformatory, which is soon to be removed to more convenient and healthier quarters, I notice that the boys have done specially well in the Art Examinations, and that the drawing in the school generally is commended. The institution for the first time received a grant-in-aid from the Joint School's Committee, and the result of the examination was satis-factory. A prize for furniture was awarded to the school on the Surat Exhibition. The number of boys in this reformatory is generally about 200. The trades taught are carpentry, fitting and smithing.

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CHAPTER XV.

Hostels.

1. I am glad to find that the number of hostels for pupils has risen during the last five years. With reference to the Central Division Mr. Prior reports as follows :—

In the Central Division there are now 80 hostels with 5,369 boarders against 63 hostels with 4,768 boarders in 1901-02. Of these 80 hostels, 7 are attached to Government institutions, 67 to Aided institutions, and 4 are attched to Unaided schools. Besides these, there are 2 Local Board Schools, *viz.*, Nandurbár and Nasirabad with hostels attached to them. These have been mentioned in the Chapter on backward classes. It is satisfactory to note from the figures that the number of hostels is increasing, but many more are wanted. The hostels attached to Mission schools are generally well built and the boys and girls in them are under proper supervision. The hostel attached to the Native Girls' High School, Poona, is excellently built and admirably administered. The same may be said of the hostel attached to the Garud High School, Dhulia, where the 1st Assistant acts as Superintendent and in return occupies rent-free quarters specially erected in the compound. The institution is so popular that it could be filled pretty well twice over. The hostel attached to the New English School, Poona, is a much less pretentious building but is thoroughly well managed though it is found impossible to make it self-supporting. There should be a hostel attached to every zilla High School: the want is specially felt at Sátára and Násik.

2. Among the seven Government Hostels which he mentions Mr. Prior includes the rooms for students attched to Arts Colleges and Training Colleges which in many cases form part of the College buildings just as they do in a College at Oxford or Cambridge. In Elphinstone College the hostel is at a considerable distance from the College. At the College of Science it is an independent building but very near the main building of the College. The fees which students can afford to pay for board and lodging are not sufficient to make Hostels self-supporting—and private individuals and societies of course find it difficult to make up the deficit.

3. In the Southern Division four new Hostels have been erected during the last five years—and the number of boarders has risen from 213 to 523. Of the new Hostels, two are attached to the Government High Schools at Ratnágiri and Kárwár, and one belongs to a Mission Society. Altogether there are three Mission Hostels for boys in the division and one for girls. A new Hostel has been built in connection with the unaided private High School at Pen in Kolába District. In the above enumeration no account is taken of the quarters for pupils attched to the Training College at Dhárwár.

4. In the Northern Division 947 children are returned as residing in Hostels and Boarding Houses. But by far the larger number of them are in Boarding schools for European pupils. There are only four Hostels attached to Anglo-Vernacular High Schools. Of these, two are in Native States, and two are attached to the Government High Schools of Nadiád and Godhra. So far as can be ascertained, there are no Hostels belonging to schools under private management. Residential quarters form a considerable part of the buildings of the Arts College and the Training College in Ahmedabad.

5. The Inspector in Sind reports as follows :—

There are 32 Boarding Houses returned for 1906-1907, with a population of 1,096 pupils, as against 13 and 506 respectively for 1901-1902.

There has been a large increase both in the number of Boarding Houses and of the pupils living in them. As education is being appreciated the necessity of Boarding Houses is being gradually realized. Most of these now in existence are only in a fairly satisfactory condition. Those however which are connected with Government institutions or attached to big aided institutions are well managed, and much appreciated. The one in connection with the Sind Madresseh—specially that portion of it devoted to the use of the Talpurs, is in an efficient condition. The boarding house system is yet in its infancy in this Province, and much is yet required to make these institutions really efficient. The present method is only a device to provide convenient board and lodging, and to enable outsiders who cannot easily arrange for their board and lodging to attend the school, and does not in the slightest degree possess the characteristics of the system obtaining in England and other countries, and possibly in some parts of India.

During the quinquennium the Shikárpur Boarding House was erected, and the Training College one extended. The Shikárpur High School, owing to its situation, serves 3 important

districts of Upper Sind, and to meet the requirements of the outside students, a fund was started for a Boarding House. Subscriptions were raised, and when a sufficiently large sum was collected, the Government contributed the balance and the Boarding House was erected and opened in 1903. It is very popular in Upper Sind. The Training College Boarding House has been twice extended during the quinquennium.

I look forward to the speedy realisation by heads of educational institutions of the fact that the Boarding House is far more than an eating and sleeping convenience, and may be an invaluable educational asset of the School.

6. In Káthiáwár I am informed that the number of Hostels has increased from three to six, and the number of boarders from 155 to 218. I understand that these are connected with primary schools. The Bahauddin Arts College can accommodate 75 students, and there are a few rooms attached to the Samaldas College. The High School at Gondal is the only Secondary School which has a Hostel. The number of boarders in it has decreased from 72 to 46. Rooms for pupils also form part of the Gondal Girássia College. Hostels also form part of the Male and Female Training Colleges in the Province.

CHAPTER XVI.

Physical and Moral Training.

1. I can add little to what I have said on this subject in my last quinquennial Report. Every possible form of healthy exercise is encouraged in every class of College and school, and the interest of the boys in games does not flag. Lord Lamington a few years ago presented a Challenge shield to the Athletic Association in Gujarát: and in the Province of Sind I notice a new departure in the establishment of a swimming club. One hundred and fifty boys have learnt to swim, and a cup for a one mile race is competed for every year. Mr. Wren also reports that one High School has an excellent Cadet Corps of two companies, armed with the Lee-Mitford Magazine Carbine, and attached to the Sind Rifle Volunteer Corps. The boys go under canvas annually with the Volunteers for a week's training, and drill regularly throughout the year. Every eligible boy in the school is a member of the Corps.

2. Miss Ashworth in a report on the Girls' schools of Bombay City says that:—

"Owing to the lack of space for exercise and unpopularity with the parents physical training is neglected in most schools. The Alexandra High School has recently made a new departure and engaged a specialist in physical culture for the physical training of the girls. The innovation at first met with the strong disapproval of a section of the Pársi Community but is now viewed more favourably. There is also an Athletic Association for Girls' High Schools in Bombay. Only two Anglo-Vernacular Schools have joined up to the present. They do not attempt tennis, badminton, or hockey, but confine themselves to the competitions for skipping."

3. With regard to the Municipal schools the Inspectress says:—

"The small space available limits specially the possibility of suitable physical exercises, and the movements gone through by the children as drill are very feeble and ineffective. In several schools, *e. g.*, Bhuleshwar and Musjid Bandar, I noticed open spaces on the roof which might be utilised for this purpose and for play if provided with a slight shelter from the sun and the rain. Skipping ropes have, I was pleased to see, been provided in one or two schools. I should like to urge the desirability of the general adoption of this form of exercise for girls. It is very healthful and popular and the apparatus is simple and cheap. The Gurbas practised in one or two of the schools should also be made more general. They afford excellent opportunity for healthful exercise and training in graceful movements."

4. Finally Miss Ashworth suggests that organised games should be allowed during regular school hours, and that two or three hours a week of the time table should be set apart for them. She says that it is difficult to get girls to remain for games after school hours, and further that it is unfair to expect teachers to sacrifice their private time to supervision of them.

5. In a crowded City it is always difficult to get any interesting or amusing form of exercise. In the open spaces of the country it is different. Mr. Lory reports with regard to the Northern Division that:—

"Physical exercises of a nature suitable for girls are performed in all schools. They take the form of various expansion movements and action songs. A favourite exercise is that performed by means of a kind of maypole to which are attached ribbons or streamers. These are held by the girls, who move in measured steps to the rhythm of a song, thus intertwining the streamers. The movements are graceful and the general effect pleasing."

6. I think that it should be a rule, at any rate in schools attended by poor children, to cultivate and encourage native forms of exercise. The apparatus required is simple and cheap and can generally be found in or near the childrens' houses. Thus what is learnt at school can be continued in after life.

7. The efforts of teachers, especially of native teachers, to bring up children in the habit of reverence for age and respect for authority have, unfortunately, been greatly hampered by the acts, the speeches and the writings of foolish and irresponsible political agitators. Anxious for a following of some kind and careless whether it be composed of thoughtful men or silly children, these persons do all they can to pack with school-boys meetings called for the purpose of abusing constituted authority. Of course no serious Indian politician would talk politics to school boys, or feel elated at being followed and applauded by a crowd of school children: and the sight of a Deccani politician

"with his tail on" only moves his thoughtful fellow-countrymen to laughter or to tears. But meanwhile great harm is being done to the younger generation, many of whom are being brought up to be bad sons and bad citizens. The evil will probably work its own cure. Parents are now realising that they can command neither the obedience nor the respect of their children, and the natural leaders of the people are becoming disgusted and enraged by the rudeness and disrespect to which they are subjected from undisciplined youths. Hitherto they have shrunk from the vulgar abuse to which opposition to a noisy minority exposes them, but they will soon in self-defence rally to the side of authority and reason. Meanwhile it is the duty of all who are engaged in the work of education by moral suasion and influences, where possible, and by stern punishment, where necessary, to counteract the evil influences at work. Contact with strong and good teachers, the wholesome and restrained life of the Hostel, and the attraction of games on the playing field will all in time have their influence on susceptible youths. If we do our best and consult our natural friends and advisers in the Indian community we shall not want for help. They will be on our side in the effort to rid the moral atmosphere of the poison which now pervades it just as they are helping us in our efforts to stamp out the plague. To teach boys to honour their fathers and mothers, to fear God and honour the King, will soon be recognised by all really educated persons to be a duty and an obligation which is just as imperative as the encouragement of inoculation and the killing of rats.

CHAPTER XVII.

Text Books and Conferences.

1. There has been no fundamental change of procedure in the matter of sanctioning books for use in schools. The following extract from the report of the Inspector of the Central Division will make it plain what the actual procedure in any division is :—

The question of suitable text-books was, for a long time, before Government and in the year 1901 lists of suitable text-books for Secondary and Primary Schools were for the first time published by the department. Since then the use of unauthorized books has been discontinued in all classes of schools. The lists referred to above are supplemented every year by the inclusion of new books after they have been scrutinized by the Book Committees and sanctioned by Government.

Books for use in Secondary Schools received from authors or publishers are sent to the members of the Provincial Book Committee for report and, if the publication is considered suitable, sanction is accorded for its use in Secondary Schools, and it is included in the list of books submitted to Government for final sanction.

The Vice-Principal of the Poona Training College is entrusted with the duty of reporting in the first place on Vernacular Books on the application of their authors for departmental patronage. The book, with the Vice-Principal's report, is then circulated among the members of the Sub-Committees described in the next paragraph and, if favourably reported on, it is sanctioned as a text, library or prize-book, as the case may be.

The Vernacular Book Committee of the Central Division consists of 11 members, of whom 5 are official and 6 are non-official members. Formerly each book was circulated among all the members of the Committee for their opinion, but this procedure caused great inconvenience and delay. To avoid this the Committee is now divided into 3 Sub-Committees and each book is sent to the particular Sub-Committee to whom the subject involved has been allotted. If the Director is not satisfied with the verdict of the Sub-Committee the book is submitted to the whole Committee.

The members of the Sub-Committees have nothing more to do than to express their opinion on a book as regards its suitability or otherwise. The views of the Committee or Sub-Committee are then submitted to the Director by the President, the Educational Inspector of the Central Division, who adds an endorsement expressing his own opinion and recommendations.

At the close of the quinquennium, a consolidated list of sanctioned books corrected up to date has been published and copies of the list have been distributed among all managers of schools.

2. The most important event of the quinquennium has, of course, been the appointment of a Committee, presided over by Mr. Covernton, to revise the text-books used in Vernacular schools. The reasons for a revision are thus stated by a member of the Committee :—

"In the first place the four series of the old readers did not stand on the same level of excellence. There was besides no good graduation or method in them. Sometimes the lessons were too long and tedious, and even in the best of them some of the subjects were beyond the comprehension of the pupils. The selection of poetical pieces, again, was not always happy, and, so far as information and science lessons were concerned, the books had become antiquated. For, though the books were revised from time to time, no radical revision as regards the matter had ever been suggested. Formerly, too, there were no good primers. In some divisions there were none at all."

3. It has been attempted to remove all these defects. A primer for teaching the alphabet and vowel combinations on new and methodical lines has been added to each of the series. The pictures and illustrations in all the books have been much improved, and the number of them increased. The books for the infant classes and lower standards have been made more attractive by coloured pictures.

4. Speaking generally, the books in the different Vernaculars are alike in form, matter and arrangement. But, though the subject-matter is the same in different languages, the writers of the lessons were not hampered in their treatment and each lesson is now an original composition "free from any taint of translation from a common base in any particular language."

5. The following table shows the sums spent in various ways on the encouragement of literature :—

	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.
1. Encouragement of Literature ...	1,068	1,364	1,079	1,080	1,080
2. To the Deccan Vernacular Translation Society, for prizes and rewards to authors	1,000	970	760	1,185	1,010
To the Karnátak Vidhya Vardhak Sangha, for prizes and rewards to authors ...	300	300	300	300	300
3. Purchase of approved books ...	176	1,254	755	65	25

6. The Karnátak Vidhya Vardhaka Sangha, a small Kánarese Society at Dharwár, is specially mentioned by the Inspector as "doing useful work in the department of getting new works written in Kánarese." The Society lately summoned a Conference to discuss and settle, so far as possible, some linguistic differences so as to facilitate the work of writing books for Bombay, Karnátak, and Mysore. Useful and interesting lectures are, from time to time, delivered under the auspices of the Dnyán Prasárak Mandali in Bombay. There are a certain number of so-called Libraries registered in each division: but I fancy that many of them are little more than small reading rooms. I regret to notice that High School Libraries are, in some cases, not properly cared for. Books are too often reported missing. It would not cost a Head Master much trouble to see every book in its place on the shelves at the end of each term.

7. Most of the important changes that have been introduced during the five years were previously discussed in Conferences. In 1902-03 Divisional Conferences of educational officers and managers of aided schools met to consider the subject of Vernacular text-books and the making of changes in the Grant-in-aid Code. A special Conference was held in Sind to consider the possibility of improving the Mullah Schools. In 1903-04 the Director and the Inspectors met and framed rules for Government Scholarships and formulated a scheme for the revision of Vernacular text-books. In the same year a large meeting of persons interested in technical and industrial education was convened in Bombay to consider a Resolution of the Government of India on technical education: and a little later the Director and the Inspectors met to discuss the School Final Examination. In 1904-05 this examination was further discussed at a meeting of educational officers and representative school managers in Bombay. The same meeting also considered schemes for drawing in Training Colleges and Vernacular schools. In 1905-06 the Director and Inspectors met to consider how to utilise the grant of 5 lákhs made by the Government of India. At another Conference held early in 1906, and largely attended by representatives of aided European schools, the Code for these schools was reviewed. In 1906-07 the Inspectors met the Director in Poona to discuss the revision of the Vernacular Training College Codes and amendments to the Vernacular Masters' Codes. Proposals for making more liberal grants to indigenous schools were also approved, and the special requirements of Sind were considered.

CHAPTER XVIII.

Finance.

Comparison of the Director's figures with those of the Accountant-General.

1. A strenuous effort has been made this year by my office to reconcile these two sets of figures. The discrepancies were found to be many and serious, the work of reconciling them was very onerous, and the task was begun rather late. But in spite of these difficulties the discrepancy has been reduced to the insignificant sum of Rs. 4,000, and this, I think, reflects great credit on my office.

2. My figures, as shown in the Government of India Table IV, are as under:—

	Rs.
Expenditure on Government Institutions shown in column 2 ...	17,77,450
Provincial expenditure on District Local Board Schools shown in col mn 3 (*a*)	11,78,392
Do. on Municipal Schools shown in column 4 (*a*)	3,98,064
Do. on Aided Schools shown in column 6 (*a*).	8,70,206
Do. on the University shown in column 8 (*a*)	35,000
Do. on Scholarships	64,649
Expenditure on Direction shown in column 8	59,806
Do. on Inspection	3,86,197
Miscellaneous expenditure, such as Government Boarding Houses, the Takhtasingji Observatory, Provincial grants to aided Boarding Houses, etc., included in the item Rs. 3,67,930 shown in column 8	1,25,666
The total is ...	48,95,430

3. Before proceeding to a comparison with the figures of the Accountant-General I must deduct from this total the following items, amounting to Rs. 9,04,686 which are not included in the Accountant-General's statement:—

	Rs.
Expenditure on the Grant Medical College and Local Medical Schools, including Scholarships	2,19,560
Provincial expenditure on Aden Schools	6,218
Stipends to students in Training Colleges from Local, Municipal, and Native State Revenues	58,387
Inspection charges paid by Native States for officers lent to them or employed by them	71,894
Expenditure on Government buildings from Public Works Department and other sources	5,48,627

4. When this sum of Rs. 9,04,686 is deducted from the figure Rs. 48,95,430 given above my total appears as Rs. 39,90,744 as against a total of Rs. 39,36,822 shown by the Accountant-General. The Accountant-General's figures are as follows:—

	Rs.
Expenditure shown under head 22.—Education	27,02,973
Do. under heads other than 22.—Education, such as the Veterinary College, the Takhtasingji Observatory, Grants to Local Boards, Daxina funds, etc.	12,48,182

The total is Rs. 39,51,155, from which, however, it is necessary to deduct expenditure not belonging to the Educational Department amounting to Rs. 14,333 made up of the following items:—

	Rs.
Expenditure on account of officers of other Provinces	387
Education of Amirs in Sind	8,986
Grants to Sir J. J. and R. J. J. Schools for charity	4,960

5. Thus, as I have said, my total is Rs. 39,90,744, and that of the Accountant-General Rs. 39,36,822. The difference is Rs. 53,922. I find, however, from figures supplied by the Educational Inspectors that the Account-

ant-General has omitted to take account of about Rs. 50,000 paid by Government to District Local Boards in lieu of Excise revenue. Thus the real difference between our figures dwindles down to about Rs. 4,000. This difference could have been explained had there been time to examine in detail the figures of a few Government institutions.

6 I may point out, finally, that the sum of Rs. 5,41,263 shown in Table IV as Provincial expenditure on Government buildings is made up of two items, *viz.*, Rs. 5,24,282 which is the amount returned by the Examiner of Public Works Accounts as expended on educational works during the year 1906-1907 and Rs. 16,981 paid from educational funds as compensation for land. But to arrive at the strictly educational expenditure it is necessary to deduct from Rs. 5,24,282 a sum of Rs. 1,85,668 which has been spent on original works and repairs to the Grant Medical College and other Medical Schools, the Veterinary College in Bombay, the Agricultural College and the Observatory in Poona, and the University Clock. This expenditure is outside 22.—Education, though it is the practice to include it in the Director's Tables.

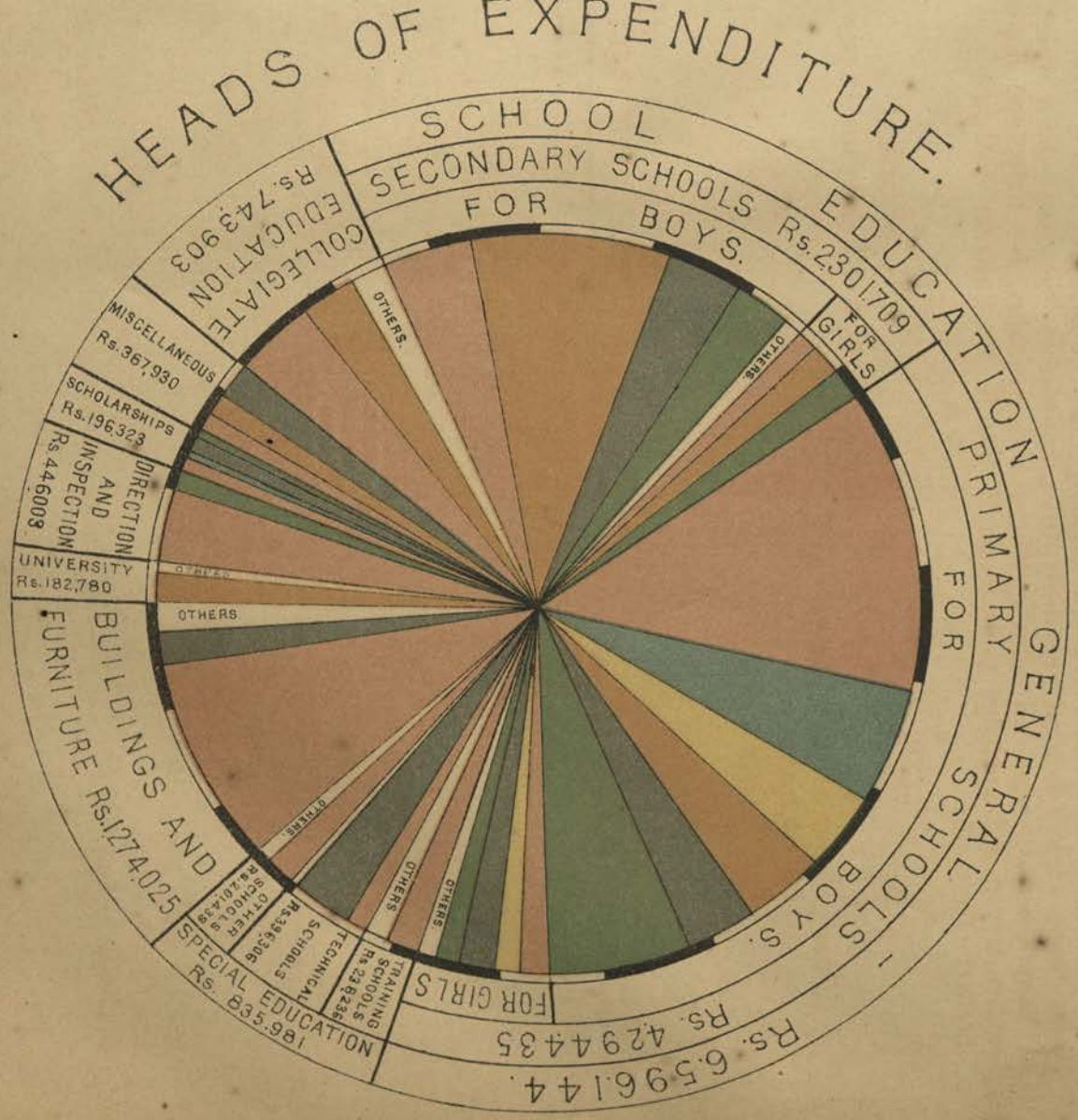
7. Overleaf will be found two coloured diagrams for which I am indebted to the ingenuity of Dr. Thomson. One shows the sources of educational revenue marked in different colours, and the space given to the different colours indicates the proportionate amount derived from each source. The other indicates the proportionate contribution from each source of revenue to each form of education. The word "others" on a white ground indicates sums made up of insignificant contributions from many or all of the remaining sources of revenue.

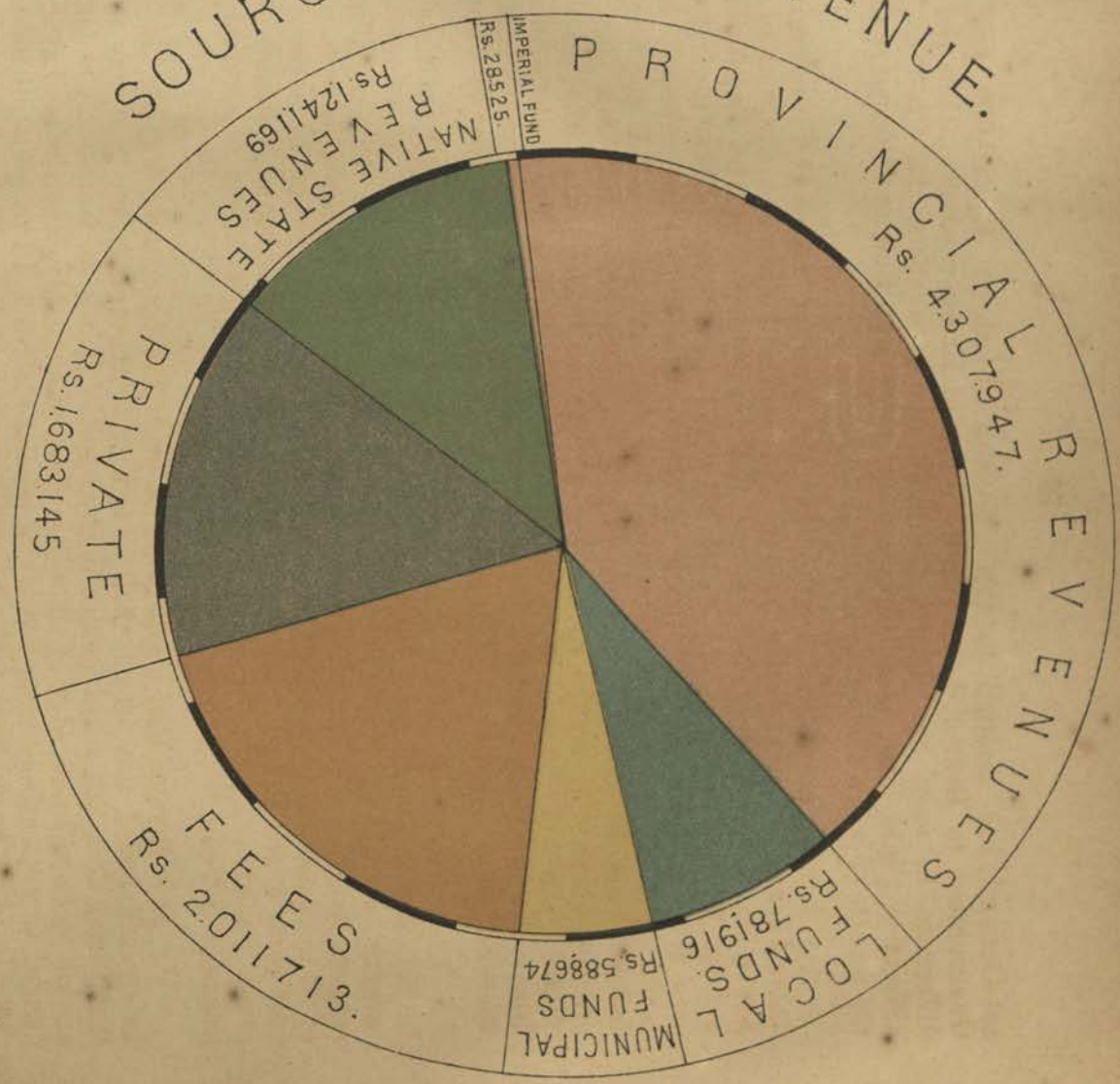
8. It is obvious that a great deal of work has been done during the last five years, and I am afraid that some of the labourers in the field may think that I have done but scant justice to their toil. If it is so, I am sorry. I have had no personal knowledge of what has been done. My knowledge has been derived almost entirely from a study of official records. I can quite understand that Mr. Giles would have told with greater effect the story of affairs *quorum pars magna fuit*. I wish gratefully to acknowledge the ready help which I have received from all officers whom I have asked for help, and more particularly to acknowledge how much I owe to the untiring patience and industry of my office.

F. G. SELBY,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
25th October, 1907.

FOR OFFICIAL YEAR 1906-1907





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APPENDICES.

APPENDIX A.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the official year 1906-1907.

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.			
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.						
Total Area in Square Miles.	Number of Towns * and Villages.	Population.	—	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
188,826.	Towns ... 345 Villages. 40,696 Total... 41,041	Males ... 13,098,354 Females. 12,373,014 Total ... 25,471,368	Institutions. For Males ...	10	5	445	9,485	8	49	10,002	93	2,621	12,721	Institutions to number of towns and villages. 34·03
			Institutions. For Females.	...	...	72	997	13	2	1,084	5	157	1,246	
			Total ...	10	5	517	10,482	21	51	11,086	103	2,778	13,967	
			Scholars. Males ...	2,690	1,411	52,056	490,585	1,109	3,494	551,345	3,265	57,221	611,831	Male scholars to male population of school-going age.† 91·1
			Scholars. Females ...	57	39	5,032	89,044	223	137	95,432	535	12,749	108,716	Female scholars to female population of school-going age.† 5·9
			Total ...	2,747	1,450	57,988	579,629	1,332	3,631	646,777	3,800	69,970	720,547	15·9

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL

Abstract Return of Expenditure on Public Instruction in the

(For details, see

		Total Direct Expenditure on			
		Collegiate Education.		School Education, General.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1. Institutions ...	For Males	4,66,602	2,77,301	19,38,908	36,86,511
	For Females	.....	.....	3,62,801	6,07,924
	Total ...	4,66,602	2,77,301	23,01,709	42,94,435
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction...		3·5	5·0	10·9	36·7
(*b*) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.		·7	.....	·9	75·0
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction...		1·8	.....	7·8	79·1
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction		4·4	2·6	21·6	40·4
3. Average Annual Cost† of educating each Pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions ...	Cost to Provincial Revenues ...	148 6 7	154 7 8	21 0 5	7 15 3
	Cost to Local and Municipal Funds.	.....	.....	0 2 6	1 4 9
	Total Cost ...	270 6 0	197 5 6	46 2 1	10 7 11
Local Fund Schools‡ ...	Cost to Provincial Revenues ...	.....	.....	.....	4 0 8
	Cost to Local Funds ...	.....	.....	0 12 11	1 14 10
	Total Cost ...	.....	.....	14 2 8	6 7 10
Municipal Schools‡ ...	Cost to Provincial Revenues ...	.....	.....	7 2 8	3 5 0
	Cost to Municipal Funds ...	.....	.....	8 10 5	4 6 1
	Total Cost ...	.....	.....	28 8 3	9 0 3
Institutions in Native States ...	Cost to Native State Revenues ...	231 1 2	.....	21 12 8	5 4 9
	Cost to Local and Municipal Funds.	.....	.....	0 9 3	0 6 3
	Total Cost ...	271 9 3	.....	38 15 5	6 3 7
Aided Institutions ...	Cost to Provincial Revenues ...	36 12 10	.....	10 11 6	1 10 0
	Cost to Local and Municipal Funds.	9 6 0	.....	0 10 5	0 6 5
	Total Cost ...	138 0 0	.....	46 0 1	8 6 8
Unaided Institutions	Total Cost ...	.....	.....	27 9 6	10 0 10
...					
All Institutions ...	Cost to Provincial Revenues ...	57 13 8	154 7 8	8 2 10	2 10 3
	Cost to Local and Municipal Funds.	6 5 3	.....	0 14 10	1 12 2
	Total Cost ...	181 2 2	199 1 1	40 4 5	7 3 0

TABLE II.

Bombay Presidency for the official year 1906-1907.

General Table IV.)

Public Instruction.§			Total Indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.
School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
Training Schools.	All other Special Schools.										
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,68,543	5,97,064	71,34,929	1,82,780	59,806	3,66,223	1,76,193	11,18,517	76,173	2,88,942	22,68,634	94,03,563
69,693	681	10,41,099	...	...	19,974	20,130	76,208	3,127	78,988	1,98,427	12,39,526
2,38,236	5,97,745	81,76,028	1,82,780	59,806	3,86,197	1,96,323	11,94,725	79,300	3,67,930	24,67,061	1,06,43,089
3·0	5·3	64·4	·8	1·4	6·9	1·5	21·5	1·5	2·0	35·6	100
7·5	1·7	85·8	...	...	1·3	4·4	8·4	...	·1	14·2	100
·7	3·3	92·7	...	...	...	1·2	5·4	·2	·5	7·3	100
2·2	5·6	76·8	1·6	·5	3·8	1·8	11·2	·7	3·6	23·2	100
Rs. a. p.	Rs. a. p.	Rs. a. p.									
107 7 0	120 4 5	53 6 4									
48 8 2	1 4 5	4 4 8									
159 12 2	157 6 9	84 11 10									
.....	25 14 7	4 1 0									
958 13 4	24 13 3	1 15 8									
958 13 4	69 2 4	6 9 6									
35 8 7	31 13 4	3 8 8									
79 12 4	29 15 6	4 9 11									
153 12 4	84 12 9	9 15 11									
225 1 3	46 10 2	7 1 7									
.....	.....	0 6 4									
231 6 2	46 14 8	9 3 6									
44 8 2	60 13 9	4 13 1									
.....	11 3 5	0 11 2									
200 7 3	282 14 0	21 11 6									
72 0 0	134 15 8	21 2 4									
92 11 2	65 12 1	4 2 9									
44 14 2	9 4 6	1 13 4									
171 10 2	170 10 2	12 5 1									

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are calculated from the figures given in columns 8*a*, 8*b*, 8*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.															
	Managed by Government.				Managed by District Local Boards.				Managed by Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
English	2	587	573	450	...	...	...	...	...	...	...	...	3	231	264	228
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
COLLEGIATE EDUCATION. Law	2	541	505	435	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	679	635	630	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	143	166	161	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	87	87	72	...	...	..	...	...	...	...	...	...	...	...	...
Total	7	2,037	1,966	1,748	...	...	...	...	...	...	...	...	3	231	264	228
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	20	6,852	6,588	5,665	...	...	...	...	2	524	481	394	26	5,487	5,245	4,531
For Boys — Middle Schools — English.	6	1,275	1,258	1,093	2	146	147	129	61	3,470	3,504	2,902	92	4,594	4,436	3,700
For Boys — Middle Schools — Vernacular	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — High Schools	2	110	160	129	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	1	42	42	29	2	46	48	28
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	28	8,237	8,006	6,887	2	146	147	129	64	4,036	4,027	3,325	120	10,127	9,729	8,259
Primary Schools.																
For Boys	12	1,357	1,264	999	4,916	250,602	259,257	185,132	670	75,832	80,936	60,295	2,089	112,380	116,345	87,389
For Girls	4	293	426	289	280	11,792	12,393	7,497	235	17,896	18,330	11,107	229	15,667	15,461	9,684
Total	16	1,650	1,690	1,288	5,196	262,394	271,650	192,629	905	93,728	99,266	71,402	2,318	128,047	131,806	97,073
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	6	969	907	854	...	...	...	...	...	...	...	...	1	63	63	53
Training Schools for Mistresses	3	110	227	204	1	5	6	5	1	13	13	9	1	24	25	23
School of Art	1	366	340	223	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	3	303	308	277	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	189	131	101	19	363	329	248	4	189	146	106	4	256	296	170
Commercial Schools	...	...	...	...	...	...	...	...	1	63	71	57	...	...	...	...
Agricultural Schools	1	68	104	96	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	148	149	144	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	3	167	155	109	...	...	...	...	...	55	56	38	1	124	128	80
Total	19	2,320	2,321	2,008	10	368	335	253	6	320	286	210	7	467	512	326
Total of Colleges and Schools of Public Instruction	70	14,244	13,983	11,931	5,208	262,908	272,132	193,011	975	98,084	103,579	74,937	2,448	138,922	142,311	105,886

PRIVATE INSTITUTIONS ...

1. ADVANCED, TEACHING—
   - (*a*) Arabic or Persian ...
   - (*b*) Sanskrit ...
   - (*c*) Any other Oriental Classic ...
2. ELEMENTARY, TEACHING—
   - (*a*) A Vernacular only or mainly ... — For Boys ... ; „ Girls ...
   - (*b*) The Korán only ... — For Boys ... ; „ Girls ...
3. OTHER SCHOOLS not conforming to Departmental Standards ... — For Boys ... ; „ Girls ...

Total ...

GRAND TOTAL ...

* This is a female Institution and
† This includes the Local Board Technical School at Sanghar, Thar and Párkar
‡ This includes 46,755 Lingáyat pupils in all classes of Institutions. 27 in Colleges,
§ All these 6 Schools are in the Northern Division; 2 give religious instruction in the Zend Language

TABLE III.

Bombay Presidency for the official year 1906-1907.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided.											Hindus.							
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
5	1,879	,739	1,520	...	...	...	...	10	2,747	2,747	2,747	...	23	62	1,177	942	95	...	429	19	57	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	2	541	541	...	...	...	9	197	243	17	...	72	3	1	...
...	...	...	...	...	...	...	...	1	679	679	...	...	71	70	123	137	21	...	252	5	38	...
...	...	...	...	...	...	...	...	1	143	143	...	...	1	2	69	41	4	...	26	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	87	87	...	...	...	1	60	17	8	...	1	...	...	...
5	1,879	1,739	1,520	...	...	...	...	15	4,197	4,197	2,747	...	95	144	1,626	1,380	145	...	780	27	96	...
45	12,772	12,300	10,431	21	6,207	6,589	5,558	114	31,842	31,842	16,174	17,597	1,094	2,029	10,890	11,675	1,933	...	3,930	291	250	...
113	7,861	7,813	6,564	57	3,104	3,154	2,546	331	20,450	20,450	3,238	14,700	842	2,161	5,436	8,740	1,850	...	1,024	395	726	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	2,177	2,159	1,707	1	248	250	211	22	2,535	2,535	999	452	1,289	127	60	52	33	...	878	96	...	268
45	3,023	2,929	2,357	2	50	46	37	50	3,161	3,077	305	1,000	759	1,573	60	293	10	...	383	83	...	472
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
222	25,833	25,201	21,059	81	9,609	10,039	8,352	517	57,948	57,904	20,716	33,749	3,984	5,890	16,448	20,760	3,826	...	6,215	865	976	740
1,678	70,574	70,367	57,110	120	5,974	5,573	4,404	9,485	516,719	1,387	6,153	513,124	4	7,271	69,229	341,345	92,377	911	4,727	855	27,386	...
231	15,573	15,642	11,278	18	1,689	1,653	1,158	997	62,910	450	643	62,520	3	3,029	12,597	34,076	8,864	35	3,786	520	...	1,282
1,909	86,147	86,009	68,388	138	7,663	7,226	5,562	10,482	579,629	1,837	6,796	575,644	7	10,300	81,826	375,421	101,241	946	8,513	1,375	27,386	1,252
1	77	72	69	...	...	...	...	8	1,109	31	861	1,078	...	76	567	323	143	...	...	...	...	...
6	69	71	61	1	2	4	4	13	223	36	35	187	32	69	49	56	11	...	...	6	...	...
...	...	...	...	...	...	...	...	1	366	...	...	...	3	46	89	164	11	...	50	3	11	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1*	4	4	4	...	...	...	...	4	307	303	...	...	...	14	136	121	30	...	5	1	1	...
2	32	32	27	1	6	9	7	3	38	24	...	16	...	...	2	26	...	...	...	...	...	...
12	968	952	871	1	65	64	61	31	2,030	27	...	584	21	292	505	753	341	...	112	6	55	...
...	...	...	...	3	81	59	54	4	144	113	...	6	7	...	30	58	8	...	41	...	...	...
...	...	...	...	...	...	...	...	1	68	...	...	68	...	...	1	38	29	...	...	...	...	...
...	...	...	...	...	...	...	...	1	148	...	...	148	...	4	8	92	44	...	...	...	...	...
2	182	158	106	...	2	2	2	6	530	111	...	80	...	12	202	157	28	...	130	1	25	...
24	1,332	1,299	1,138	6	156	138	128	72	4,963	645	896	2,167	63	513	1,589	1,798	645	...	338	17	92	...
2,160	115,191	114,248	92,105	225	17,428	17,403	14,042	11,086	646,777	64,583	31,155	611,560	4,149	16,847	101,489	399,359‡	105,857	946	15,846	2,284	28,550	1,992
...	...	...	...	...	...	...	...	66	2,661	15	2,628	23	...	...	...	9	2,639	...	13	...	334	...
...	...	...	...	...	...	...	...	31	855	...	855	...	...	...	821	34	...	...	...	...	...	...
...	...	...	...	...	...	...	...	§6	284	...	284	...	...	...	...	193	...	...	91	...	201	...
...	...	...	...	...	...	...	...	1,162	31,256	335	117	31,171	...	1,991	2,128	22,782	3,890	...	448	17	1,212	...
...	...	...	...	...	...	...	...	15	1,019	...	...	1,019	...	8	30	948	33	...	...	...	...	9
...	...	...	...	...	...	...	...	1,243	27,369	...	11,527	15,842	...	...	...	274	27,095	...	...	...	6,912	...
...	...	...	...	...	...	...	...	142	4,336	...	3,996	381	...	...	...	...	4,336	...	...	...	...	1,051
...	...	...	...	...	...	...	...	226	5,990	781	37	5,532	...	946	517	3,916	555	...	46	10	330	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,831	73,770	1,131	19,439	53,968	...	2,945	3,493	28,156	38,548	...	593	27	8,989	1,066
...	...	...	...	...	...	...	...	13,967	720,547	65,714	50,594	665,528	4,149	19,792	104,985	427,515	144,405	946	16,444	2,311	37,539	3,052

all the pupils are females.
District, Sind. The school is for Girls. The number of girls in the school was 41.
618 in Secondary Schools, 46,615 in Primary Schools and 95 in Special Schools.
to Pârsi children and the remaining give religious instruction in the Mágadhi language to Jain children.

GENERAL TABLE III-A.

Number of Scholars on the 31st March 1907, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Bráhmins.	Non-Bráhmins.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	18	56	1,172	937	94	...	396	17
	Female	5	6	5	5	1	...	33	2
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	...	9	197	243	17	...	71	3
	Female	...	...	...	...	...	...	1	...
Medicine	Male	56	62	120	137	21	...	241	4
	Female	15	8	3	...	...	...	11	1
Engineering	Male	1	2	69	41	4	...	26	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	1	60	17	8	...	1	...
	Female	...	...	...	...	...	...	...	...
	Total	95	144	1,625	1,380	145	...	780	27
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools...	Male	950	1,955	10,885	11,673	1,933	...	3,916	280
	Female	144	74	5	2	...	...	14	11
Middle Schools—									
English	Male	555	1,897	5,433	8,733	1,848	...	950	308
	Female	287	264	5	7	2	...	74	87
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools...	Male	216	8	...	4	12	...	17	11
	Female	1,073	119	60	48	21	...	861	85
Middle Schools—									
English	Male	259	127	3	6	4	...	59	14
	Female	500	1,446	57	287	6	...	324	69
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	3,984	5,890	16,448	20,760	3,826	...	6,215	865

GENERAL TABLE III-A—*continued.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Brâhmins.	Non-Brâhmins.				
SCHOOL EDUCATION—GENERAL—*continued.*								
Primary Schools—								
For Boys ... Male ...	4	6,241	63,765	327,519	86,215	865	3,908	816
For Boys ... Female ...	...	1,030	5,464	13,826	6,162	46	819	39
For Girls ... Male ...	1	120	36	346	475	...	202	72
For Girls ... Female ...	2	2,909	12,561	33,730	8,389	35	3,584	448
Total ...	7	10,300	81,826	375,421	101,241	946	8,513	1,375
SCHOOL EDUCATION—SPECIAL—								
Schools for Special Instruction—								
Training Schools ... Male ...	...	76	567	323	143	...	...	...
Training Schools ... Female ...	32	69	49	56	11	...	...	6
School of Art ... Male ...	2	44	89	163	11	...	43	3
School of Art ... Female ...	1	2	...	1	...	...	7	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...
Medical Schools ... Male ...	...	14	136	121	26	...	4	1
Medical Schools ... Female ...	...	...	...	...	4	...	1	...
Engineering and Surveying Schools. Male ...	...	...	2	36	...	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...
Industrial Schools ... Male ...	21	264	504	727	300	...	112	6
Industrial Schools ... Female ...	...	28	1	26	41	...	...	...
Commercial Schools. Male ...	7	...	30	58	8	...	41	...
Commercial Schools. Female ...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	1	38	29	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...
Reformatory Schools Male ...	...	4	8	92	44	...	...	...
Reformatory Schools Female ...	...	...	...	...	...	...	...	...
Other Schools ... Male ...	...	10	201	156	28	...	109	1
Other Schools ... Female ...	...	2	1	1	...	...	21	...
Total ...	63	513	1,589	1,798	645	...	338	17
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	4,149	16,847	101,489	399,359	105,857	946	15,846	2,284
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. Male ...	...	...	...	9	2,311	...	7	...
(*a*) Arabic or Persian. Female ...	...	...	...	...	328	...	6	...
(*b*) Sanskrit ... Male ...	...	...	821	34	...	...	...	...
(*b*) Sanskrit ... Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	30	...	...	53	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	163	...	...	38	...

GENERAL TABLE III-A—*concluded.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Bráhmins.	Non-Bráhmins.				
PRIVATE INSTITUTIONS—*continued.*								
2. ELEMENTARY TEACHING—A—VERNACULAR ONLY OR MAINLY—								
For Boys ... Male ...	...	1,668	2,048	2,2340	3,711	...	263	14
Female ...	...	323	80	442	179	...	185	3
For Girls ... Male ...	...	2	7	...	...	...	...	...
Female ...	...	6	23	948	33	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—								
For Boys ... Male ...	...	...	...	274	20,183	...	...	...
Female ...	...	...	...	...	6,912	...	...	...
For Girls ... Male ...	...	...	...	...	1,051	...	...	...
Female ...	...	...	...	...	3,285	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male ...	...	775	509	3,856	464	...	46	10
Female ...	...	171	8	60	91	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	2,945	3,496	28,156	38,548	...	598	27
GRAND TOTAL ...	4,149	19,792	104,985	427,515	144,405	946	16,444	2,311

GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	PUBLIC										
	UNDER PUBLIC										
	Managed by Government.								Managed by District		
	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c
COLLEGIATE EDUCATION.											
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	85,038	...	...	...	55,427	...	14,459	1,54,924	.....	.....	...
Oriental	.....	...	...	...	.....	...	...	.....	.....	.....	...
Colleges or Departments of Colleges for Professional Training.											
Law	—6,658	...	...	...	30,861	...	875	26,078	.....	.....	...
Medicine	1,67,959	...	...	...	.....	...	2,732	1,70,691	.....	.....	...
Engineering	26,100	...	...	...	19,410	...	747	46,257	.....	.....	...
Teaching	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural	27,800	...	...	...	4,075	...	...	31,875	.....	.....	...
Total	3,00,239	...	...	...	1,09,773	...	19,813	4,29,825	.....	.....	...
SCHOOL EDUCATION, GENERAL.											
Secondary Schools.											
For Boys. High Schools	1,46,119	...	...	...	1,66,023	100	5,574	3,17,816	.....	.....	...
For Boys. Middle Schools English	12,853	...	...	1,260	26,427	...	77	40,617	.....	119	...
For Boys. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. High Schools	9,370	...	...	...	1,583	...	—73	10,880	.....	.....	...
Girls. Middle Schools English	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	1,68,342	...	...	1,260	1,94,033	100	5,578	3,69,313	.....	119	...
Primary Schools.											
For Boys	9,128	...	...	2,162	1,819	...	...	13,109	10,59,696	4,79,341	...
Girls	4,315	...	30	...	200	...	85	4,630	37,827	45,137	600
Total	13,443	...	30	*2,162	2,019	...	85	17,739	10,97,523	5,24,478	600
SCHOOL EDUCATION, SPECIAL.											
Schools for Special Instruction.											
Training Schools for Masters	1,01,371	...	44,812	1,475	11	15	†1,654	1,49,278	.....	.....	...
Training Schools for Mistresses	20,463	...	7,355	1,428	3	533	‡2,109	31,891	.....	5,753	...
School of Art	24,025	...	...	...	9,511	...	5,761	39,297	.....	.....	...
Law Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Medical Schools	37,477	...	1,316	...	3,454	...	5,722	47,969	.....	.....	...
Engineering and Surveying Schools.	.....	...	...	...	.....	...	...	.....	.....	.....	...
Technical and Industrial Schools...	15,001	...	100	100	4,319	...	4,034	23,554	8,525	8,169	...
Commercial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural Schools	9,192	...	...	...	.....	...	...	9,192	.....	.....	...
Reformatory Schools	9,272	...	...	...	.....	...	§4,547	13,819	.....	.....	...
Other Schools	47,798	...	...	...	5,252	...	...	53,050	.....	.....	...
Total	2,64,599	...	53,583	2,943	22,530	548	23,827	3,68,030	8,525	13,922	...
Buildings	5,41,263	...	...	...	.....	3,007	21,338	5,65,608	72,344	65,111	...
Furniture and Apparatus (Special Grants only)	26,700	...	...	...	100	7	128	26,935	.....	.....	...
Total	5,67,963	...	...	...	100	3,014	21,466	5,92,543	72,344	65,111	...
University	.....	...	...	...	.....	...	...	.....	.....	.....	...
Direction	.....	...	...	...	.....	...	...	.....	.....	.....	...
Inspection	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Arts Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Professional Colleges.	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Secondary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Primary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Technical and Industrial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Special Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Miscellaneous	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total Expenditure of Public Instruction	13,14,586	...	53,613	6,365	3,28,455	3,662	70,769	17,77,450	11,78,392	6,03,630	600

* This is the Settlement Fund, Aden.
† Includes Rs. 1,631 on account of
‡ Includes Rs. 555 on account of
§ Includes Rs. 451 on account of

TABLE IV.

Bombay Presidency for the official year 1906-1907.

INSTITUTIONS.

MANAGEMENT.

Local Boards.				Managed by Municipal Boards.							Maintained by Native States.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Fund levied in Native States.	Municipal Funds raised in Native States.
3*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*	4*d*	4*e*	4*f*	4	5*a*	5*b*	5*c*
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	61,004	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	61,004	...	...
...	...	...	...	3,907	...	4,584	8,263	...	...	16,754	1,42,541	1,872	...
1,964	...	...	2,083	24,897	338	30,002	41,703	35	746	97,721	65,445	519	3,230
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	60	...	268	38	...	...	366	4,026	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,964	...	...	2,083	28,864	338	34,854	50,004	35	746	1,14,841	2,12,012	2,391	3,230
1,36,586	3,242	1,858	16,80,723	2,64,444	47,802	3,39,331	70,266	124	3,781	7,25,748	6,00,061	42,697	3,668
...	...	27	83,591	64,558	8,457	95,296	19	219	830	1,69,379	98,006	3,257	1,574
1,36,586	3,242	1,885	17,64,314	3,29,002	56,259	4,34,627	70,285	343	4,611	8,95,127	6,98,067	45,954	5,242
...	...	...	...	...	...	...	...	...	...	...	11,318	...	...
...	...	...	5,753	462	500	1,037	...	...	...	1,999	8,489	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	560	5,495	22,749	7,127	1,670	7,018	...	...	4,217	20,032	18,475	...	...
...	...	...	...	574	...	732	304	...	...	1,610	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	990	18	433	67	...	...	1,508	1,298	...	...
...	560	5,495	28,502	9,153	2,188	9,220	371	...	4,217	25,149	39,580	...	...
...	6,640	150	1,44,245	28,649	1,000	31,564	...	...	37	61,250	40,323	...	...
...	...	...	...	2,396	...	1,303	...	...	41	3,740	6,789	...	49
...	6,640	150	1,44,245	31,045	1,000	32,867	...	...	78	64,990	47,112	...	49
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,33,550	10,442	7,530	19,39,144	3,98,064	59,785	5,11,568	1,20,660	378	9,652	11,00,107	10,57,775	48,345	8,521

and shown under 8*c*.
Native States Revenues and so shown under 8*f*.
Native States Revenues and so shown under 8*f*.
Native States Revenues and so shown under 8*f*.

Objects of Expenditure.	PUBLIC INSTRUCTIONS—										
	UNDER PUBLIC MANAGEMENT—*continued.*				UNDER PRIVATE						
	Maintained by Native States—*continued.*				Aided by the Department or by Local or Municipal Boards or by						
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.
1	5*d*	5*e*	5*f*	5	6*a*	6*b*	6*c*	6*d*	6*e*	6*f*	6*g*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.											
COLLEGIATE EDUCATION. English	10,668	...	23	71,695	64,000	...	5,750	10,550	1,11,042	10,450	38,191
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.											
Law	...	...	...	...	...	...	...	...	1,825	...	575
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...	...	...
Total	10,668	...	23	71,695	64,000	...	5,750	10,550	1,12,867	10,450	38,766
Secondary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys . High Schools	91,567	1,054	31,781	2,68,815	1,34,377	4,080	4,635	4,491	2,52,771	32,417	95,208
For Boys . Middle Schools. English	33,115	140	3,632	1,06,081	59,597	16,965	1,920	4,736	96,190	21,071	82,517
For Boys . Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...
,, Girls . High Schools	...	...	...	...	47,206	...	...	180	84,727	19,891	32,913
,, Girls . Middle Schools. English	166	...	2	4,194	28,895	840	...	410	39,263	23,394	59,665
,, Girls . Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total	1,24,848	1,194	35,415	3,79,090	2,70,075	21,885	6,555	9,817	4,72,951	96,773	2,70,302
Primary Schools.											
For Boys	60,027	1,725	8,339	7,16,517	96,942	...	5,295	*21,885	1,07,198	55,266	2,07,160
,, Girls	6	795	680	1,04,318	42,729	...	...	†7,230	17,010	36,957	1,18,114
Total	60,033	2,520	9,019	8,20,835	1,39,671	...	5,295	29,115	1,24,208	92,223	3,25,274
Schools for Special Instruction.											
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	97	...	...	11,415	2,500	...	...	...	...	...	5,350
Training Schools for Mistresses	5	368	85	8,947	3,865	...	...	...	4,545	3,027	9,378
School of Art	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	400	...	...	...	281
Engineering and Surveying Schools	...	...	...	...	2,817	...	...	...	1,639	900	3,759
Technical and Industrial Schools	6	35	...	18,516	60,550	...	1,600	10,960	15,168	40,777	1,75,063
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...
Other Schools	79	...	...	1,377	6,988	...	...	...	2,790	54	3,259
Total	187	403	85	40,255	67,720	...	2,000	10,960	24,142	44,758	1,97,090
Buildings	...	...	...	40,328	2,84,586	...	...	...	397	12,088	86,145
Furniture and Apparatus (Special Grants only)	...	...	...	6,838	35,154	...	...	...	2,994	1,735	1,614
Total	...	...	...	47,161	3,19,740	...	...	...	3,391	13,823	87,759
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure of Public Instruction	1,95,736	4,117	44,542	13,59,036	8,70,206	21,885	19,600	60,442	7,37,559	2,58,027	9,19,191

* This includes Rs. 304 on account of Municipal funds
† This includes Rs. 250 on account of Municipal funds

TABLE IV—*continued.*

continued.													
MANAGEMENT.						TOTAL EXPENDITURE FROM							
Native States.		Unaided.								All other sources.			GRAND TOTAL.
											Public.		
Native States Revenues, etc.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	N. S. Revenues.	Imperial Fund.	
6h	6	7a	7b	7c	7	8a	8b	8c	8d	8e	8f	8g	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,39,983	...	...	...	...	1,49,038	5,750	10,550	1,77,137	63,123	61,004	...	4,66,602
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2,400	...	...	...	...	—6,658	...	...	32,686	2,450	...	...	28,478
...	...	...	...	..	...	1,67,959	...	...	...	2,732	...	...	1,70,691
...	...	...	...	...	...	26,100	...	...	19,410	747	...	...	46,257
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	27,800	...	...	4,075	...	...	...	31,875
...	2,42,383	...	...	...	...	3,64,239	5,750	10,550	2,33,308	69,052	61,004	...	7,43,903
6,947	5,34,926	1,79,018	1,615	27,811	2,08,444	2,84,403	4,635	9,075	6,97,642	1,95,560	1,51,360	4,080	13,46,755
3,224	2,86,220	26,764	6,967	25,700	59,431	97,347	2,377	35,998	2,26,163	1,40,885	72,418	16,965	5,92,153
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,84,316	8,366	...	...	8,366	56,576	...	180	94,676	52,730	...	...	2,04,162
840	1,53,307	159	...	613	772	28,955	...	678	39,626	83,674	4,866	840	1,58,639
...	...	...	...	...	...	...	...	...	...	...	...	...	...
11,011	11,59,369	2,14,307	8,582	54,124	2,77,013	4,67,281	7,012	45,931	10,58,107	4,72,849	2,28,644	21,885	23,01,709
7,952	5,01,698	10,140	4,915	33,661	48,716	14,30,210	5,32,438	3,63,074	3,86,036	3,20,071	6,54,682	...	36,86,511
60	2,22,100	10,518	1,499	11,889	23,906	1,49,429	53,624	1,02,876	27,753	1,71,095	1,03,147	...	6,07,924
8,012	7,23,798	20,658	6,414	45,550	72,622	15,99,639	5,86,062	4,65,950	4,12,789	4,91,166	7,57,829	...	42,94,435
...	7,850	...	...	...	...	1,03,871	44,812	1,415	108	5,388	12,949	...	1,68,543
...	20,815	...	251	37	288	24,790	13,608	2,465	4,553	15,233	9,044	...	69,693
...	...	...	...	...	...	24,025	...	...	9,511	5,761	...	...	39,297
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	681	...	...	...	...	37,477	1,716	...	3,454	6,003	...	...	48,650
...	9,115	446	...	586	1,032	2,817	...	...	2,085	5,245	...	...	10,147
...	3,04,118	...	...	7,337	7,337	91,203	11,539	18,078	19,493	2,37,518	18,475	...	3,96,306
...	...	4,116	...	4,498	8,614	574	...	732	4,420	4,498	...	...	10,224
...	...	...	...	...	...	9,102	...	...	...	...	...	...	9,192
...	...	...	...	...	...	9,272	...	...	...	4,096	451	...	13,819
...	13,091	684	...	420	1,104	55,776	18	433	8,852	3,733	1,298	...	70,110
...	3,55,670	5,246	251	12,878	18,375	3,58,997	71,693	23,128	52,476	2,87,475	42,217	...	8,35,981
...	3,83,216	...	...	83	83	9,26,842	66,111	31,564	397	1,29,488	40,323	...	11,94,725
...	41,497	...	...	290	290	64,250	...	1,303	3,094	3,815	6,838	...	79,300
...	4,24,713	...	...	373	373	9,91,092	66,111	32,867	3,491	1,33,303	47,161	...	12,74,025
...	...	...	...	...	...	35,000	...	...	1,37,738	10,042	...	...	1,82,780
...	...	...	...	...	...	59,798	...	...	...	8	...	...	59,806
...	...	...	...	...	...	3,00,521	9,749	...	4,443	41	71,443	...	3,86,197
...	...	...	...	...	...	18,623	840	...	4,970	21,569	2,591	...	48,893
...	...	...	...	...	...	900	...	...	..	150	...	...	1,050
...	...	...	...	...	...	7,968	...	...	...	5,640	...	...	13,608
...	...	...	...	...	...	20,126	10,876	367	2,572	15,800	10,330	...	60,071
...	...	...	...	...	...	...	19,458	4,597	101	7,809	4,619	...	36,584
...	...	...	...	...	...	...	1,484	...	...	473	...	...	1,957
...	...	...	...	...	...	6,430	1,958	1,849	...	7,668	4,988	...	22,893
...	...	...	...	...	...	10,602	...	3	...	662	...	...	11,267
...	...	...	...	...	...	86,731	923	3,437	1,00,718	1,59,438	10,043	6,640	3,67,930
...	...	...	...	...	...	5,46,699	45,288	10,253	2,50,542	2,29,300	1,04,314	6,640	11,93,036
19,023	29,05,933	2,40,211	15,247	1,12,925	3,68,383	43,07,947	7,81,916	5,88,674	20,11,713	16,83,145	12,41,169	28,525	1,06,43,089

raised in Native States and so shown in 8 *f*.
raised in Native States and so shown in 8 *f*.

GENERAL

Return of the stages of instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys	Government	English	26	8,127	5,042	1	5,043	2,989	1	2,990
	District Board	English	2	146	33	...	33	113	...	113
	Municipal	English	63	3,994	1,179	...	1,179	2,815	...	2,815
	Native States	English	118	10,081	3,552	1	3,553	6,528	...	6,528
	Aided	English	158	20,633	6,344	69	6,413	9,407	210	9,617
	Unaided	English	78	9,311	3,575	32	3,607	5,162	22	5,184
		Total	445	52,292	19,725	103	19,828	27,014	233	27,247
For Girls	Government	English	2	110	...	44	44	...	66	66
	District Board	English	...	...	...	...	...	...	...	...
	Municipal	English	1	42	...	4	4	...	38	38
	Native States	English	2	46	...	2	2	...	44	44
	Aided	English	64	5,200	8	622	630	83	1,439	1,522
	Unaided	English	3	298	...	71	71	3	224	227
		Total	72	5,696	8	743	751	86	1,811	1,897
Total, Secondary Schools			517	57,988	19,733	846	20,579	27,100	2,044	29,144
PRIMARY SCHOOLS—										
For Boys	Government		12	1,357	...	...	...	...	...	...
	District Board		4,916	250,602	...	...	...	...	...	...
	Municipal		670	75,832	...	...	...	...	...	...
	Native States		2,089	112,380	...	...	...	...	...	...
	Aided		1,678	70,574	...	...	...	...	...	...
	Unaided		120	5,974	...	...	...	...	...	...
		Total	9,485	516,719	...	...	...	...	...	...
For Girls	Government		4	293	...	...	...	...	...	...
	District Board		280	11,792	...	...	...	...	...	...
	Municipal		235	17,896	...	...	...	...	...	...
	Native States		229	15,667	...	...	...	...	...	...
	Aided		231	15,573	...	...	...	...	...	...
	Unaided		18	1,689	...	...	...	...	...	...
		Total	997	62,910	...	...	...	...	...	...
Total, Primary Schools			10,482	579,629	...	...	...	...	...	...
Grand Total			10,999	637,617	19,733	846	20,579	27,100	2,044	29,144

TABLE V.

Education in the Bombay Presidency at the end of the official year 1906-1907.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
18	...	18	76	...	76	...	...	...	8,125	2	8,127
...	...	...	...	...	...	...	...	...	146	...	146
...	...	...	...	...	...	...	...	...	3,994	...	3,994
...	...	...	...	...	...	...	...	...	10,080	1	10,081
1,626	155	1,781	2,394	349	2,743	47	32	79	19,818	815	20,633
68	12	80	343	92	435	5	...	5	9,153	158	9,311
1,712	167	1,879	2,813	441	3,254	52	32	84	51,316	976	52,292
...	...	...	...	...	...	...	...	...	...	110	110
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	42	42
...	...	...	...	...	...	...	...	...	...	46	46
88	821	909	401	1,340	1,741	157	241	398	737	4,463	5,200
...	...	...	...	...	...	...	...	...	3	295	298
88	821	909	401	1,340	1,741	157	241	398	740	4,956	5,696
1,800	988	2,788	3,214	1,781	4,995	209	273	482	52,056	5,932	57,988
636	3	639	442	8	450	259	9	268	1,337	20	1,357
76,356	896	77,252	91,926	3,821	95,747	66,844	10,759	77,603	235,126	15,476	250,602
28,407	106	28,513	27,926	617	28,543	17,589	1,187	18,776	73,922	1,910	75,832
41,065	436	41,501	40,666	1,209	41,875	26,530	2,474	29,004	108,261	4,119	112,380
15,267	469	15,736	27,448	2,521	29,969	22,260	2,609	24,869	64,975	5,599	70,574
1,665	7	1,672	1,984	44	2,028	2,063	211	2,274	5,712	262	5,974
163,396	1,917	165,313	190,392	8,220	198,612	135,545	17,249	152,794	489,333	27,386	516,719
3	61	64	7	117	124	16	89	105	26	767	293
...	1,540	1,540	...	4,091	4,091	...	6,161	6,161	...	11,792	11,792
7	2,673	2,680	20	6,752	6,772	57	8,387	8,444	84	17,812	17,896
3	3,286	3,289	7	6,039	6,046	12	6,320	6,332	22	15,645	15,667
103	4,205	4,308	511	5,672	6,183	413	4,669	5,082	1,027	14,546	15,573
21	580	601	30	504	534	42	512	554	93	1,596	1,689
137	12,345	12,482	575	23,175	23,750	540	26,138	26,678	1,252	61,658	62,910
163,533	14,262	177,795	190,967	31,395	222,362	136,085	43,387	179,472	490,585	89,044	579,629
165,333	15,250	180,583	194,181	33,176	227,357	136,294	43,660	179,954	542,641	94,976	637,617

Return showing the Results of prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	5	5	...	10	29	34	...	...	63
2. Bachelor of Arts	5	5	...	10	173	228	...	77	478
3. B.Sc.	3	3	...	6	7	5	...	...	12
4. Intermediate Arts Examination	6	5	...	11	208	352	...	72	632
4. Intermediate B.Sc.	5	3	...	8	20	19	...	...	39
4. Previous Examination	6	5	...	11	404	709	...	112	1,225
Oriental Colleges	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law—									
1. Honours in Law	1	...	...	1	1	...	...	...	1
2. Bachelor of Law	1	...	...	1	233	...	...	...	233
3. First LL.B.	5	2	...	7	307	36	...	...	343
Medicine—									
1. M.D.	1	...	...	1	1	...	...	...	1
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	1	...	...	1	195	...	...	...	195
4. First M.B.	...	...	...	...	...	...	...	...	...
4. Second L.M.S.	1	...	...	1	154	...	...	...	154
4. First L.M.S.	1	...	...	1	204	...	...	...	204
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	1	...	...	1	61	...	...	...	61
4. Second L.C.E.	1	...	...	1	55	...	...	...	55
5. First L.C.E. (Old)	...	...	...	...	...	...	...	...	...
6. „ „ (New)	1	...	...	1	53	...	...	...	53
Teaching	...	...	...	...	...	...	...	...	...
Agriculture—									
1. L.Ag.	1	...	...	1	15	...	...	...	15
2. Second Examination	1	...	...	1	38	...	...	...	38
3. First Examination	1	...	...	1	34	...	...	...	34
Schools for General Education.									
1. Matriculation ... Boys	47	43	28	118	1,227	702	553	1,438	3,920
1. Matriculation ... Girls	3	15	5	23	10	46	18	15	89
2. Middle School Examination ... Boys	112	49	38	199	1,694	856	445	...	2,995
2. Middle School Examination ... Girls	2	9	1	12	11	76	27	...	114
3. Upper Primary Examination ... Boys	4,910	575	325	5,810	33,625	4,138	2,400	...	40,163
3. Upper Primary Examination ... Girls	393	124	25	542	1,272	854	75	...	2,201

TABLE VI.

Bombay Presidency during the Official Year 1906-1907.

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Bráhmins.	Non-Bráhmins.	Mahomedans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*
19	23	...	...	42	1	2		28	1	...	10	...
126	168	...	31	325	...	4		253	9	...	57	2
5	5	...	...	10	...	1		6	...	...	3	...
152	216	...	30	398	...	16		289	16	...	74	3
4	11	...	...	15	...	1		11	1	...	2	...
210	363	...	43	616	5	11		471	23	...	103	3
...	...	...	...	...	...	...		.....	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
115	...	...	...	115	...	1		93	2	...	19	...
166	23	...	...	189	...	3		153	4	...	29	...
1	...	...	...	1	...	...		1	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
55	...	...	...	55	1	6		19	...	...	29	...
...	...	...	...	...	...	...		.....	...	...	...	...
91	...	...	...	91	2	16		35	4	...	34	...
145	...	...	...	145	2	16		82	4	...	40	1
...	...	...	...	...	...	...		.....	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
44	...	...	...	44	...	...		33	...	...	11	...
37	...	...	...	37	...	...		31	...	...	6	...
...	...	...	...	...	...	...		.....	...	...	...	...
41	...	...	...	41	...	2		33	1	...	5	...
...	...	...	...	...	...	...		.....	...	...	...	...
11	...	...	...	11	...	...		11	...	...	...	...
22	...	...	...	22	...	...		20	1	...	1	...
27	...	...	...	27	...	...		27	...	...	...	...
790	471	301	275	1,837	32	52		1,468	72	...	200	13
5	31	9	6	51	10	15		8	...	...	17	1
982	467	245	...	1,694	12	26	520	939	108	...	83	6
7	65	15	...	87	26	28	4	8	1	...	13	7
18,903	2,104	1,218	...	22,225	2	259	5,479	13,575	2,484	1	300	125
832	513	49	...	1,394	1	130	240	753	69	...	172	29

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Schools for General Education—continued.									
4. Lower Primary Examination ... Boys	6,474	944	459	7,877	62,696	8,399	4,411	...	75,506
Girls	605	152	64	821	4,592	1,809	365	...	6,766
5. School Final Examination ... Boys	31	29	13	73	337	237	107	...	681
Girls	...	...	...	...	...	...	...	...	...
6. Vernacular Final Examination	780	62	36	878	2,841	340	173	801	4,155
Schools for Special Education.									
Secondary Teachers' Diploma Examination ...	1	...	...	1	28	...	...	...	28
1. Training School Examination for Masters ... 1st Year	6	1	...	7	343	32	...	50	425
2nd „	6	1	...	7	273	17	...	24	314
3rd „	5	1	...	6	158	15	...	26	199
2. Training School Examination for Mistresses ... 1st „	6	6	...	12	103	30	...	...	133
2nd „	6	5	...	11	72	23	...	...	95
3rd „	4	1	...	5	47	1	...	...	48
4th „	1	...	...	1	6	...	...	...	6
3. School of Art Examination ... 3rd Grade Drawing,	5	2	3	10	94	15	65	16	190
2nd „ „	55	76	20	151	570	394	80	107	1,151
1st „ „	93	111	58	262	1,874	2,187	1,091	127	5,279
4. English Medical Examination ... 1st Year	3	...	...	3	110	...	...	...	110
2nd „					80	...	...	...	80
3rd „					74	...	...	...	74
5. Examination in Engineering ... 1st Year	...	2	...	2	...	12	...	...	12
2nd „	...	2	...	2	...	9	...	...	9
3rd „	...	2	...	2	...	4	...	...	4
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial Schools	...	...	...	...	...	...	...	...	...
8. Commercial Examination. Junior ...	...	1	9	10	...	16	21	4	41
Senior ...	...	...	15	15	...	...	135	13	148
Agricultural Examination ... 2nd Year ...	1	...	...	1	54	...	...	...	54
1st „ ...					68	...	...	...	68
Drawing Teachers' Certificate Examination ...	1	2	1	4	42	14	5	36	97
Draughtsman's course ... 1st Year ...	1	...	1	2	28	...	9	5	42
2nd „ ...	1	...	...	1	9	...	...	9	18
Other Schools	...	1	1	2	...	4	2	...	6

TABLE VI—*continued.*

Number Passed.					Race or Creed of Passed Scholars.							
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Pársis.	Others.
							Bráhmins.	Non-Bráhmins.				
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*
38,143	4,429	2,572	...	45,144	...	402	7,194	30,400	6,417	9	493	229
2,991	1,122	247	...	4,360	2	279	1 060	2,378	304	...	257	80
142	90	42	...	274	1	...	176	76	14	...	7	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1,492	213	75	195	1,975	...	17	988	732	236	...	2	...
28	...	...	...	28	...	...	14	10	3	...	1	...
317	27	...	19	363	...	26	212	86	37	...	...	2
259	5	...	11	275	...	7	146	86	35	...	...	1
145	12	...	17	174	...	12	81	66	15	...	...	...
74	24	...	...	98	12	22	23	36	4	...	...	1
60	16	...	...	76	8	26	20	17	3	...	1	1
42	1	...	...	43	1	16	15	8	3	...	...	...
6	...	...	...	6	...	...	4	2	...	...	...	...
52	5	17	2	76	1	2	36	31	3	1	2	...
245	149	64	45	503	7	24	237	165	18	3	44	5
810	896	408	35	2,149	60	186	894	740	88	14	132	35
93	...	...	...	93	...	5	46	31	3	...	...	8
76	...	...	...	76	...	4	29	25	13	...	1	4
64	...	...	...	64	...	4	30	18	7	...	3	2
...	6	...	...	6	...	...	...	6	...	...	...	...
...	7	...	...	7	...	...	...	7	...	...	...	...
...	4	...	...	4	...	...	...	4	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	1	...	2	...	...	...	...	1	...	1	...
...	...	52	7	59	2	4	19	12	...	...	20	2
47	...	...	...	47	...	...	1	24	22	...	...	...
67	...	...	...	67	...	...	1	37	29	...	...	...
27	7	1	16	51	...	4	20	20	1	1	5	...
23	...	4	3	30	...	2	7	15	1	...	4	1
2	...	...	1	3	...	...	2	...	...	...	1	...
...	...	2	...	2	...	...	...	2	...	...	...	...

GENERAL

Return showing the Distribution of Local Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE OF DISTRICT LOCAL BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Local Boards.											In Institutions managed by			Total Local Board Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Local Cess.	Municipal Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	..	..	..	..	..	..	..	..	..	..	..	..	..	5,750	5,750
COLLEGIATE EDUCATION. Oriental	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	5,750	5,750
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	4,635	4,635
For Boys. Middle Schools. English	2	146	147	129	..	119	..	1,964	..	..	2,083	..	338	1,920	2,377
For Boys. Middle Schools. Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. Middle Schools. English	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. Middle Schools. Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	2	146	147	129	..	119	..	1,964	..	..	2,083	..	338	6,555	7,012
Primary Schools.															
For Boys	4,916	250,602	259,257	185,132	10,59,696	4,79,341	..	1,36,586	3,242	1,858	16,80,723	..	47,802	5,295	5,32,439
For Girls	280	11,792	12,393	7,497	37,827	45,137	600	..	..	27	83,591	30	8,457	..	53,624
Total	5,196	262,394	271,650	192,629	10,97,523	5,24,478	600	1,36,586	3,242	1,885	17,64,314	30	56,259	5,295	5,86,062
Schools for Special Instruction.															
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	..	..	..	..	..	..	..	..	..	..	..	44,812	..	..	44,812
Training Schools for Mistresses	1	5	6	5	..	5,753	..	..	..	..	5,753	7,355	500	..	13,608
School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	1,316	..	400	1,716
Technical and Industrial Schools	9	363	329	248	8,525	8,169	..	..	560	5,495	22,749	100	1,670	1,600	11,539
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	..	..	..	..	..	..	..	..	..	..	..	..	18	..	18
Total	10	368	335	253	8,525	13,922	..	..	560	5,495	28,502	53,583	2,188	2,000	71,693
Buildings	..	..	..	..	72,344	65,111	..	..	6,640	150	1,44,245	..	1,000	..	66,111
Furniture and Apparatus (Special Grants only)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	72,344	65,111	..	..	6,640	150	1,44,245	..	1,000	..	66,111
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9,749
Scholarships held in Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	840
Scholarships held in Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,876
Scholarships held in Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19,458
Scholarships held in Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,484
Scholarships held in Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,958
Scholarships held in Other Special Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	923
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	45,288
GRAND TOTAL	5,203	262,908	272,132	193,011	11,78,392	6,03,630	600	1,38,550	10,442	7,530	19,39,144	53,613	59,785	19,630	7,81,916

TABLE VII.

Public Instruction in the Bombay Presidency for the official year 1906-1907.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	Remarks.
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Municipal Rates.	Local Boards' Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	..	..	..	..	..	..	..	..	..	..	..	10,550	10,550	16,300	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	10,550	10,550	16,300	
2	524	491	394	3,907	4,584	..	8,263	..	..	16,754	..	..	4,491	9,075	13,710	
61	3,470	3,504	2,902	24,897	30,002	338	41,703	35	746	97,721	1,260	..	4,736	35,998	38,375	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	180	180	180	
1	42	42	29	60	268	..	38	..	..	366	..	..	410	678	678	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
64	4,036	4,027	3,325	28,864	34,854	338	50,004	35	746	1,14,841	1,260	..	9,817	45,931	52,943	
670	75,832	80,936	60,295	2,64,444	3,39,331	47,802	70,266	124	3,781	7,25,748	2,162	..	21,885	3,63,074	8,95,512	
235	17,896	18,330	11,107	64,558	95,296	8,457	19	219	830	1,69,379	..	600	7,230	1,02,876	1,56,500	
905	93,728	99,266	71,402	3,29,002	4,34,627	56,259	70,285	343	4,611	8,95,127	2,162	600	29,115	4,65,950	10,52,012	
..	..	..	..	..	..	..	..	..	..	..	1,415	..	..	1,415	46,227	
1	13	13	9	462	1,037	500	..	..	..	1,999	1,428	..	..	2,465	16,073	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,716	
4	189	146	106	7,127	7,018	1,670	..	..	4,217	20,032	100	..	10,960	18,078	29,617	
1	63	71	57	574	732	..	304	..	..	1,610	..	..	..	732	732	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	55	56	38	990	433	18	67	..	..	1,508	..	..	..	433	451	
6	320	286	210	9,153	9,220	2,188	371	..	4,217	25,149	2,943	..	10,960	23,123	94,816	
..	..	..	..	23,649	31,564	1,000	..		37	61,250	..	..	..	31,564	97,675	
..	..	..	..	2,396	1,303	..	..	..	41	3,740	..	..	..	1,303	1,303	
..	..	..	..	31,045	32,867	1,000	..	..	78	64,990	..	..	..	32,867	98,978	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9,749	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	840	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	367	11,243	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,597	24,055	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,484	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,849	3,807	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	3	
..	..	..	..	..	..		..	..	..	..	..	..	..	3,437	4,360	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,253	55,541	
975	98,084	103,579	74,937	3,98,064	5,11,568	59,785	1,20,660	378	9,652	11,00,107	6,365	600	60,412	5,83,674	13,70,590	

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Boys' and Girls' Hostels or Boarding-houses in the Bombay Presidency for the official year 1906-1907.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, etc.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government	18	1,650	109	216	343	148	834	21,749	...	...	...	584	1,020	812	114	24,279
2. Managed by District Local Boards ...	7	139	...	...	19	97	23	...	...	820	...	...	...	...	...	820
3. Managed by Municipal Boards	3	51	...	...	36	15	...	...	...	813	84	...	265	...	...	1,162
4. Maintained by Native States	10	343	80	...	156	44	63	...	...	...	...	20	...	...	9,785	9,805
5. Aided by Government or by Local or Municipal Boards or by Native States	48	3,336	161	15	1,578	1,270	312	18,745	6,640	...	2,643	42,259	40,985	55,208	...	1,66,480
6. Unaided	15	506	24	1	362	78	41	...	...	...	...	2,226	2,503	7,953	...	12,682
For Girls.																
1. Managed by Government	4	195	...	...	65	9	121	708	...	...	...	900	...	822	...	2,430
2. Managed by District Local Boards ...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
3. Managed by Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Maintained by Native States	1	*29	...	...	...	1	24	...	...	...	...	...	...	...	144	144
5. Aided by Government or by Local or Municipal Boards or by Native States	33	2,345	...	...	1,143	1,111	91	7,380	...	...	...	20,674	27,597	21,273	...	76,924
6. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Include 4 resident mistresses who dine in the Boarding-house.

APPENDIX B.

SPECIAL RETURNS FOR EUROPEAN AND EURASIAN SCHOOLS.

No. 1.

Attendance.

Class of Institutions.	Aided Schools.				Unaided Schools.				Total number of Schools.	Total number of Pupils on 31st March 1907.	Number of Pupils on 31st March 1907 learning			Classification of Pupils on 31st March 1907 according to Race and Creed.							Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Number of Institutions.	Number of Pupils on Rolls on 31st March 1907.	Average monthly number on Rolls.	Average daily attendance.	Number of Institutions.	Number of Pupils on Rolls on 31st March 1907.	Average monthly number on Rolls.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans or Eurasians.	Native Christians.	Brâhmins.	Non-Brâhmins.	Mahomedans.	Buddhists.	Pârsis.	Others.		
For Boys. High Schools	8	1,075	1,027	890	...	...	...	...	8	1,075	1,075	502	36	979	40	...	2	10	...	12	32	150	...
For Boys. Middle Schools	11	557	572	495	...	...	...	...	11	557	557	138	...	541	6	...	...	...	...	1	9	211	...
For Girls. High Schools	11	1,449	1,446	1,170	...	...	...	...	11	1,449	1,449	697	...	1,261	77	2	...	2	...	67	40	...	229
For Girls. Middle Schools	12	593	560	466	...	...	...	...	12	593	593	109	...	555	17	...	2	...	...	12	7	...	226
Total	42	3,674	3,605	3,021	...	...	...	...	42	3,674	3,674	1,446	36	3,336	140	2	4	12	...	92	88	361	455
Normal Schools	4	36	36	34	...	...	...	...	4	36	36	12	...	32	3	...	...	...	...	...	1	...	...
Industrial Schools	1	13	20	19	...	...	...	...	1	13	...	...	...	13	...	...	...	...	...	...	...	...	...
Total	5	49	56	53	...	...	...	...	5	49	36	12	...	45	3	...	...	...	...	...	1	...	...
Grand Total	47	3,723	3,661	3,074	...	...	...	...	47	3,723	3,710	1,458	36	3,381	143	2	4	12	...	92	89	361	455

No. 2.

Expenditure.

Class of Institutions.	Aided Institutions.							Unaided Institutions.				Total Expenditure from				
	Provincial.	Imperial.	Municipal.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial.	Municipal.	Fees.	Subscriptions, Endowments and all other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys. High Schools	28,234	4,080	300	45,734	4,565	23,765	1,06,678	...	...	...	...	28,234	300	45,734	32,410	1,06,678
For Boys. Middle Schools	11,296	16,965	240	14,330	8,702	30,077	81,610	...	...	...	...	11,296	240	14,330	55,744	81,610
For Girls. High Schools	36,459	...	180	60,442	17,208	27,220	1,41,509	...	...	...	...	36,459	180	60,442	44,428	1,41,509
For Girls. Middle Schools	9,189	...	60	15,717	6,918	21,027	52,911	...	...	...	...	9,189	60	15,717	27,945	52,911
Total	85,178	21,045	780	1,36,223	37,393	1,02,089	3,82,708	...	...	...	...	85,178	780	1,36,223	1,60,527	3,82,708
Normal Schools	2,965	...	...	4,490	1,425	8,396	17,276	...	...	...	...	2,965	...	4,490	9,821	17,276
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Drawing Classes	887	...	...	428	...	55	1,370	...	...	...	...	887	...	428	55	1,370
Total	3,852	...	...	4,918	1,425	8,451	18,646	...	...	...	...	3,852	...	4,918	9,876	18,646
Scholarships	3,184	...	...	...	...	4,112	7,296	...	...	...	...	3,184	...	...	4,112	7,296
Buildings	11,423	...	...	...	450	9,722	21,595	...	...	...	...	11,423	...	...	10,172	21,595
Furniture and Apparatus.	...	...	...	...	...	244	244	...	...	...	...	...	...	..	244	244
Total	14,607	...	...	...	450	14,078	29,135	...	...	...	...	14,607	...	...	14,528	29,135
Grand Total	1,03,637	21,045	780	1,41,141	39,268	1,24,618	4,30,489	...	...	...	...	1,03,637	780	1,41,141	1,84,931	4,30,489

No. 3.

Stages of Instruction.

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
										1			2					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys	205	37	242	305	80	385	398	86	484	320	127	447	43	31	74	1,371	361	1,632
Girls	8	246	254	17	316	333	65	405	470	251	492	743	114	128	242	455	1,587	2,042
Total ...	213	283	496	322	396	718	463	491	954	571	619	1,190	157	159	316	1,726	1,948	3,674

No. 4.

Boarding-houses.

Classes of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from								
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native State Revenues, etc.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided by Government or by Local or Municipal Boards or by Native States	8	501	...	...	434	54	13	9,731	6,649	...	...	28,816	4,282	9,124	...	58,593
Unaided	1	12	...	...	12	...	...	...	...	...	...	...	...	...	...	...
For Girls.																
Aided by Government or by Local or Municipal Boards or by Native States	11	584	...	...	497	83	4	6,405	...	...	...	19,705	4,014	10,162	...	40,286

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Administration Reports.—

Report of the Director of Public Instruction on the Progress of Education in the Bombay Presidency during the quinquennium, 1902-03 to 1906-07.

Educational Department.
No. 236

Bombay Castle,
5th February 1908.

Letter from the Director of Public Instruction, No. 8035, dated the 15th November 1907—

Forwarding his report on the progress of Education in the Bombay Presidency during the past five years (1902-03 to 1906-07).

Resolution.—The report of the Director of Public Instruction on the progress of Education in the Bombay Presidency during the five years, 1902-03 to 1906-07, is a satisfactory record of sound achievement in the face of continued plague epidemics which, in greater or less degree, affected the educational results of each succeeding year, and have largely robbed the Department of the expected fruit of sustained endeavour. For hardly had the year 1902-03 with its record of scattered population and diminished attendance, drawn to a close, when the disastrous epidemic of 1904 swept across the Presidency, leaving in its wake a melancholy array of empty schools and of teachers bereft of their daily occupation. The years 1905-06 and 1906-07, though responsible for fewer deaths among the teachers, pupils and servants of the Department, were not free from this disturbing influence and imposed upon all branches of the educational service a severe strain. In spite of these circumstances—in spite of the fact that during the quinquennium under review the deaths among persons directly connected with the Department reached the high total of 27,101, of whom nearly 26,000 were school-going pupils—the Director of Public Instruction has happily been enabled to submit a five years' record of work which, in view of the facts above stated, His Excellency in Council can only regard as eminently satisfactory, and as reflecting great credit on all grades of the educational organization. Under practically every head an advance has been recorded. The number of secondary schools has risen from 494 in 1902-03 to 517, and of the pupils in them from 48,533 to nearly 58,000 : primary schools now number 10,482 with 579,629 pupils against 8,987 with 513,211 pupils at the close of the preceding quinquennium ; the pupils in training-schools have increased from 848 to 1,332 ; and the total number of persons under tuition throughout the Presidency from 639,868 to 720,547. These results appear to be due to a variety of causes, chief among which are a slowly increasing desire for education on the part of the masses, the careful work performed by the inspectorial staff, particularly in the province of Sind, and the grants made by the Government of India for both primary and secondary education. In addition to these grants, help was accorded to the University and aided Colleges ; the reduction of expenditure due to famine and plague at the commencement of the period was made good by a grant of Rs. 7,77,770, and a permanent assignment of Rs. 1,67,000 was made for the advancement of technical education. The ultimate result of this policy is a matter for future record ; but proof that its benefits are already being felt is afforded by the figures given above and by the account which the Director of Public Instruction gives of the steady erection of hostels and buildings for Training Colleges, of the improved equipment of the latter, of the appointment of trained European inspectresses for girls' schools and of the extension of primary education within the sphere of control of the Local Boards and Municipalities of the Presidency.

2. It is gratifying to read that the suspicion and discontent which accompanied the promulgation of the Indian Universities Act, VIII of 1904, have completely died away and that all parties are now working harmoniously under the revised conditions ; and further, that the periodical inspection of colleges by committees appointed by the Syndicate is likely in due season to effect improvements in the staff, space and scientific equipment of these

institutions. As the Director of Public Instruction justly points out, the whole future of scientific education in this Presidency is a subject which is receiving the earnest attention of Government who may ultimately find it desirable, from the standpoint both of economy and efficiency, to concentrate all higher science teaching in one institution. A possible decision of this nature in the future should not, however, in the opinion of His Excellency in Council, be held to absolve the various colleges from now enlarging and improving to the best of their ability the scope of their science teaching. With the exception of the Gujarát College which needs both staff and equipment and of the Samaldas College at Bhávnagar which is hampered by lack of accommodation and of facilities for the teaching of science, the collegiate institutions of the Presidency are in a tolerably flourishing condition. The number of students at the Elphinstone College, which has now installed a small chemical laboratory with the requisite staff, was higher than ever last year: the increased accommodation at the Deccan College has helped towards the maintenance of its well-deserved popularity: the Fergusson College has added to its sphere of utility by the provision of a chemical laboratory and six new scholarships; while St. Xavier's College, which is about to construct a new hostel and a new physical laboratory, initiated a new departure in sending its Natural Science pupils on a tour through Northern India and Rájputána. This is an example of practical tuition which other institutions might, wherever possible, advantageously follow.

3. Except in the Northern Division and Sind the percentage of boys in the secondary stage of instruction has risen throughout the Presidency in consequence partly of a gradual improvement of the general system of teaching, which, judging by the favourable verdict of the Director of Public Instruction upon Mr. Fraser's administration of the Training College for Secondary Teachers, is bound to have a still more marked effect in future years. The more practical methods of tuition now adopted by masters who desire to pass the Teachers' Certificate Examination coupled with the judicious introduction of inter-school matches and tournaments have, it appears, introduced elements of interest into secondary school life which were lacking in previous years and which, with the further erection of hostels, the provision of play-grounds, and, wherever possible, the increase of the salary of the teaching staff, will eventually justify the Director of Public Instruction's optimistic prophecy regarding this branch of public education. The inferiority of the English tuition in some of the Anglo-Vernacular Schools of the Northern Division has presumably been brought to the notice of the educational staff and demands early remedial steps; while the unsuitability and inconvenience of many school buildings, particularly the middle schools in Bombay City, should be impressed upon the local authorities responsible for effecting the requisite improvements. In the case of the High School at Násik, Government would be glad of information whether the old court-house, which was allocated to the school by Government Resolution No. A.-520 of 24th February 1904, has proved less inconvenient than the original quarters, and are prepared to consider any reasonable proposal for rendering the Poona Camp School more suitable for educational purposes. As regards Bombay, Government have hopes that the Committee now sitting upon the subject of building primary schools will devise a model form of school-building suitable for crowded urban areas, designed in such a manner as to admit of space for recreation in lieu of the play-grounds which, desirable as they are, cannot always be provided in cities. It is satisfactory to learn that the new system introduced in 1903-04 for the assessment of grants-in-aid has worked successfully, and has in several cases helped the Department to ameliorate the quality of the teaching given to the younger pupils (pages 13, 14 of the report); that the hostel system has made gradual progress; and that in every division of the Presidency, except the Northern Division which suffered from plague, the number of pupils in secondary schools is appreciably in excess of the number recorded at the close of the last quinquennium. The vexed question of the School Final Examination and its apparent unsuitability to the needs of the rising generation demands further enquiry; but considering that the examination has been conducted by the Department only since 1904-05, it is at present somewhat too early to initiate any sweeping alteration. If after further experience the Director of Public Instruction is assured that the subject requires

definite action, he should submit a separate report to Government who will take steps, by the appointment of a committee or otherwise, towards the substitution of some more suitable test.

4. Turning to primary education it appears that, as with secondary education, the Northern Division has lagged behind other parts of the Presidency: for whereas the percentage of boys in primary schools throughout the entire Presidency has risen from 22·3 to 24·9 and the number of pupils in the Central Division and Southern Division by several thousands, the number of pupils in the primary schools of the Northern Division falls short of the number in 1901-02 by 2,131. The actual decrease may doubtless be ascribed to the prevalence of plague; but considering that the District Local Boards of this division received a larger share of the six lákhs grant in 1904-05 than the Boards of other divisions, and that the Municipalities were likewise generously treated, this result is not wholly satisfactory; and it is to be hoped that during the current quinquennium the tendency to starve primary education, noticed by the Director of Public Instruction in this division, will entirely disappear. Speaking of the Presidency as a whole, His Excellency in Council cannot but congratulate the Department upon the result of the five years' administration which has witnessed (*a*) an increase of Local Board schools from 3,940 to 5,196, and a rise of nearly 50,000 in the number of pupils in those schools, (*b*) an increase of Municipal schools from 717 to 905, attended by a larger number of children than in the years immediately preceding the outbreak of plague and famine, and (*c*) a considerable increase of girls' schools and girl-pupils. The history of the gradual elevation of the Mulla Schools in Sind to a higher educational level, coupled with the disappearance of hostility to the Department formerly nourished by the Mullas themselves, is an example of solid achievement in the face of ignorance and prejudice, and reflects great credit upon the Inspectors in that province, who will doubtless endeavour as far as possible to deal as successfully with the nomadic and inefficient private schools in the province. The Local Boards of the Presidency have endeavoured to aid the cause of education by increasing their contributions towards the stipends of students in the various Training Colleges from Rs. 33,966 to 61,106; the system of periodical inspection in lieu of annual examination has under politic guidance proved sufficiently satisfactory to warrant the belief that its complete success depends only upon time and a gradually increasing supply of Deputy Inspectors and Assistant Deputy Inspectors; while the same remarks apply to the Kindergarten system which, in spite of its temporary unpopularity in a few remote districts and the failure of many teachers to grasp its true object, has already awakened in many children of Sind, the Central Division and the Southern Division the faculty of reasoning and observation. The popularity of the rural standards varies considerably by localities, and except in the Southern Division they are apparently regarded as inferior to the ordinary standards. This, however, in no wise militates against their utility for the classes for whose benefit they were originally framed, and their further introduction should be freely supported in areas occupied by those who, destined to spend their days within the quiet boundaries of the village, have no inducement to grasp at higher education and travel further afield. There is much force in Mr. Selby's suggestion that night-schools are unlikely to prove successful in purely rural tracts: but in spite of the experience in Sind it is too early at present to decide upon limiting them solely to urban tracts, particularly in view of the fact that their number has increased in every other portion of the Presidency. Government, while greatly regretting that some of the lessons in the new vernacular readers should have offended religious sentiment, hope that subsequent alterations dealt with in Government Resolutions No. 1435 of 6th August 1907, No. 1775 of 5th October 1907 and No. 1810 of 14th October 1907 may have obviated all cause of complaint: and they would be glad of a further report from the Director of Public Instruction on the subject of the unequal incidence of the cost of the elementary books, which obviously ought not to exceed largely, if at all, the cost of similar readers in the old series. A more serious matter is the discontent alleged to prevail among untrained teachers in consequence of the smallness of their emoluments and the slender chances which they have of promotion by grade. Government

realize fully the disabilities under which such men labour, and are at this moment contemplating the provision in the budget of a sum which will serve as the initial contribution towards a general scheme of revision of salaries.

5. His Excellency in Council regrets the somewhat unfavourable report of the progress of the young Talpurs in the Sind Madressah, but regards the improvement in their demeanour and their successful participation in manly sports as indicative of a general elevation of character which in time will embrace also purely intellectual accomplishments. In regard to Muhammadan education throughout the Presidency there is little doubt that the moment of awakening has arrived and that under the stimulating guidance of their leading men the community is entering upon the path of intellectual advancement. In Sind, for example, poverty and apathy still act as serious clogs upon the wheel of education; and yet the report of the Director of Public Instruction details the improvement of the Mulla Schools, alluded to above, speaks of better staff, better housing and the better equipment of Muhammadan schools in the province, and points to the fact that the number of Muhammadan boys in secondary schools has nearly doubled during the course of the five years under review. Nor are the reports from the Presidency proper less encouraging. The numbers under tuition in all three divisions have largely increased; the District Local Board of Broach has instituted a special training class for Muhammadan teachers and is distinguished by the maintenance of eight special schools for Muhammadan girls: in the Central Division prominent members of the community are throwing all the weight of their influence into the cause of education, and the same object serves as the common goal of numerous Anjumans in the Southern Division. Much yet remains to be accomplished, particularly in the Municipal Schools of Bombay City which are described as poorly staffed; and more wealthy Muhammadans might with advantage follow the example of the gentleman who at his own expense has established a class for higher Urdu in East Khandesh. But in general the experience of the five years under review shows that the Muhammadans of the Presidency are making a serious effort to throw off the lethargy of past years,—an effort which redounds to their credit and affords great satisfaction to His Excellency in Council.

Among aboriginal tribes a definite advance is noticeable, particularly in the Mokhada *petha* of Thana where, in consequence of the wise policy of rewards for regular attendance initiated by a former Collector, the number of schools has risen from 4 to 14 and the number of pupils from 113 to 761, out of whom 212 passed the annual examination. So successful indeed has been the policy adopted in Thana that His Excellency in Council would like to see it applied, as far as possible, to other tracts inhabited by tribes whose inherited shyness prevents their making any spontaneous or unaided advance, and hopes that the example of the Mokhada Schools, where the children are also trained as teachers, of the Kaliparaj School in the Mandvi Taluka of Surat and of the Hur School in Sind will be steadily followed in districts like Kolaba and Khandesh, which still shelter a large population of wild and illiterate tribesmen. The example of the Nador youth from Kanara is perhaps unique: but signs are not wanting that the backward classes are bestirring themselves to obtain the benefit of education, and particularly so in the Island of Bombay where several Agris and Kolis have qualified themselves for the duty of press-compositors or have justified their occasional appointment to Government and Municipal service.

6. The circumstances of female education offer less ground for congratulation: for although the total number of female scholars has risen during the quinquennium from 93,063 to 108,716, the European schools are still in need of increased staff and to some extent neglect the cultivation of taste as opposed to pure book-learning, while the Anglo-Vernacular Schools are saddled with unsuitable curricula and are very indifferently housed. In reference to the former schools, the suggestion to organize holiday courses of instruction for teachers is one which might advantageously be elaborated, while in reference to the latter any proposals for the revision of the curricula and for the establishment of a model high school, planned to meet the educational requirements of Indian girls, will receive the favourable attention of Government. There is little

doubt that up to the present the need for Indian girls to undergo the same degree of advanced education as is necessary for Indian boys has not become imperative, and the suggestion to select one or more schools for experiment in dual curricula, as advocated on page 51 of the report of the Director of Public Instruction, might, if put into practice, result in an appreciable amelioration of the conditions under which, it is feared, many Indian girls now work. In Sind female education requires extrication from its present condition of stagnation; and in regard to Bombay City the Joint Schools' Committee should take special note of the remarks as to lack of progress and poverty of tuition passed upon the Municipal girls' schools including the three schools for Muhammadan girls. The fourteen Buddhist girls attending the home-class at Ahmednagar are, it is presumed, Jains, and should be so described in future reports.

7. The extension and improvement of vernacular training colleges has yielded fruit in the increased popularity of these institutions and in the successful "retraining" of masters, who, particularly in the Central Division and Sind, have evinced considerable enthusiasm for the prescribed courses. But it is to be hoped that the apparent tendency of pupils at the Hyderabad College to save a certain proportion of their stipends by reducing their normal expenditure on food will be checked, and that some measures will shortly be devised for allocating stipends to all students in the training college at Ahmedabad and the training classes at Dhárwár. A report has recently been submitted by the Director of Public Instruction on this subject, which is receiving the attention of Government. While recognizing the progress recently made towards improving tuition in music and drawing, His Excellency in Council hopes for even better results from the practical teaching of agriculture and of surveying and plotting. The proposal quoted on page 38 of the report to establish a day Training College for School Mistresses in or near Bombay merits further discussion, in view of the fact that social ties, entered into at an early age, serve to reduce the full complement of trained teachers throughout the Presidency and that many women in Bombay, who would otherwise enrol themselves for training, now hesitate to leave their homes for places so far distant as Ahmedabad and Poona. Other difficulties in the way of obtaining recruits for female training colleges, alluded to in the report, are but natural in present circumstances, and must be apparent in greater or less degree until such time as the mass of the people has become better educated. The movement towards higher ideals and improved social laws which is even now agitating the upper class of Hindu society, coupled with the gradual spread of education and the example of those women who have already cast off the trammels of ancient and narrow social restrictions, will lead by slow but sure degrees to the point where the widow can earn her living, as school mistress or trained nurse, without running the risk of being charged with immodesty or of being branded as a social outcast.

8. The unsatisfactory condition of the Law School is recognized by Government who will consider the best method of rendering it more suited to the needs of prospective lawyers after the receipt of the report of the Committee specially appointed by Government to deal with the future of the Law School, the location of the Elphinstone College and other cognate questions, including the provision of quarters for law students. In connection with the overcrowding now experienced at the Grant Medical College, Government have approved of the recommendations of the Committee appointed in 1905 to consider the needs of that college, and will make due provision, as funds permit, for the more urgent major works; while it may likewise be possible gradually to introduce such improvements in the Medical Schools at Poona, Ahmedabad and Hyderabad as will eventually enable them to teach the full diploma course. In spite of the fact that the annual grant of Rs. 1,67,000 provided by the Government of India for the development of technical education was not available till the last year of the quinquennium, a considerable advance is noticeable under this head of education. Thus the College of Science has been furnished with extra accommodation and with a hostel for resident students and benefited in 1906-07 by extensions of workshops and additional equipment; the Victoria Jubilee Technical Institute received a grant-in-aid which has enabled it to complete the erection of students' quarters and to acquire new engineering apparatus, and was

allotted in 1906-07 a further sum of Rs. 7,000 for the establishment of a special class for training in motor-car management which has up to date proved very successful; while grants have also been made towards the extension and improved equipment of existing technical institutions in Ahmednagar, Ahmedabad, and Surat. The full grant of Rs. 1,67,000 will be utilized for annually recurring charges from the year 1910-11, which coupled with the institution of State technical scholarships founded in 1903 will, it is hoped, go far towards extending and vitalising this branch of education. The J. J. School of Art continues to make excellent progress under the management of Mr. Cecil Burns, whose pupils often obtain lucrative employment on severing their connection with the institution. Provision is now being made by Government for additional staff and equipment, designed to foster the introduction of new artistic crafts. His Excellency in Council has read with pleasure the report of the good work performed by the Missions in the Central Division in respect of technical education, and approves of the decision of the District Local Boards of Kanara to devote Rs. 1,600 towards the establishment of carpentry, smithy and weaving classes. In the matter of drawing classes, the Director of Public Instruction should make an enquiry into the alleged inadequacy of the test for the drawing teachers' certificates and submit the result of that enquiry with his recommendations to Government. The period succeeding the close of the quinquennium has also witnessed the separation of the agricultural classes from the College of Science, the establishment of a new degree of Bachelor of Agriculture, and the affiliation of the Agricultural College to the University,—events which justify the hope that this particular branch of learning will make appreciable progress during the next few years.

9. From the two reformatory schools of the Presidency come encouraging reports. The system of licensing boys in the Yeravda Reformatory to private individuals has worked well, and Government will await with interest the result of the new proposal to depute the more trustworthy boys on outside errands, free of supervision.

10. The hostel system appears to be increasing in popularity throughout the Presidency, the number in the Central Division having increased from 63 to 80, in the Southern Division by 4, and in Kathiawar by 3, while the boarding-houses in Sind have increased from 13 to 32. It is hoped that the Northern Division, now containing only 4 hostels, will adopt more freely a system which under careful management will serve as a most valuable adjunct to the working of schools. Physical training, as represented by athletics of all kinds and volunteering, now bulks more largely in the school-life of Western India, but in Bombay City it is still lacking in the case of girls' schools owing to want of space. The action of the Alexandra High School in appointing a specialist in physical culture is therefore especially commendable and should be brought to the notice of the authorities of other girls' schools in the city. Government have perused with regret Mr. Selby's account of the undesirable influences to which the rising generation are subjected during their school-life,—influences which engender habits of disrespect and contempt for the authority both of parent and teacher. While fully recognizing the existence of this phase of a movement, and the possibilities of harm to the community in general which it may induce, His Excellency in Council considers that the ultimate extinction of this spirit of lawlessness must depend upon the good sense of the majority of parents and guardians in Western India, who should appreciate the value of discipline and a regard for just authority whether in the family or the school.

S. M. EDWARDES,
Deputy Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,

The Director of Public Instruction,
The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors and Deputy Commissioners in Sind,
The Director of Agriculture and of Co-operative Credit Societies,
All Political Officers,
The Superintendent, Government Central Press,
The Revenue Department,
The General Department,
The Judicial Department,
The Political Department,
The Public Works Department,
The Editors' Table, Bombay,
The Editors' Table, Poona,
The Editors' Table, Belgaum,
The Editors' Table, Dharwar,
The Editors' Table, Karachi,
The Oriental Translator to Government,
The Under Secretary of State for India,
The Government of India,
The Director General of Education in India. } By letter.

REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

ON THE

PROGRESS OF EDUCATION

IN THE

BOMBAY PRESIDENCY

DURING THE QUINQUENNIUM

FROM

1907-08 TO 1911-12.

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1912

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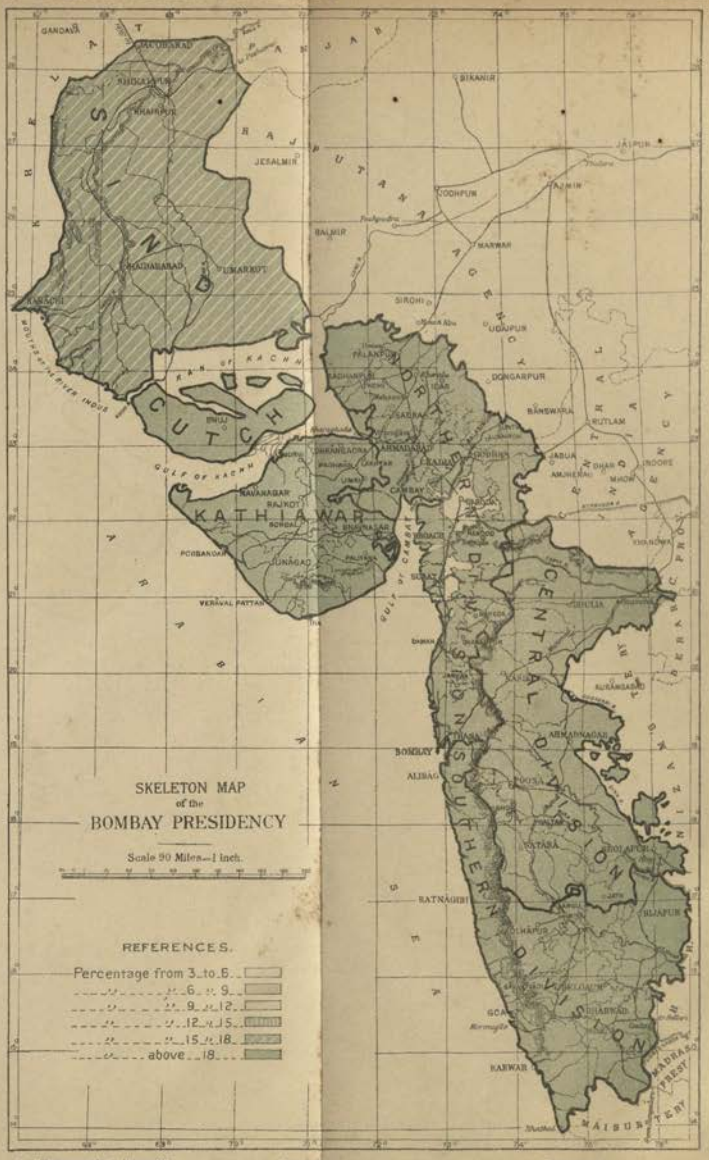
1906-07 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF CHILDREN UNDER INSTRUCTION 1911-12.

Gov^t Photozinco. Office, Poona. 1912.

Percentage.		Percentage.	
Bombay Presidency	18·3	Northern Division & Cutch	19·7
Sind	16·4	Central do	19·6
Kathiawar	24·2	Southern do	16·8



Gov^t Photozinco. Office, Poona. 1912.

Percentage.		Percentage.	
Bombay Presidency	22·7	Northern Division & Cutch	24·9
Sind	18	Central do	22·3
Kathiawar	27·9	Southern do	20·6

PRELIMINARY CHAPTER.

New Grants.

1. During the last five years, as in those which preceded them, very large additions have been made to our educational revenues by Government especially in connection with Local Board and Municipal Primary Schools for objects such as the opening of new schools and the improvement of the pay and prospects of the teaching staff. A table showing all grants both pre-existing and newly made has been added to the Chapter on 'Primary Education' in this report to which reference is invited in this connection.

2. By a Resolution of Government dated the 2nd June 1911 an Imperial assignment of Rs. 11,02,000 was made for non-recurring educational expenditure. The principal objects to which it has been proposed to devote this assignment are :—

(1) An Engineering Laboratory, College of Engineering, Poona.

(2) Extensions to Vernacular Training Institutions.

(3) Quarters for the Principal, Vice-Principal and students, Secondary Teachers' College, Bombay.

(4) High School Hostels.

(5) Grants on account of Primary school buildings and equipment.

(6) The Ahmedabad and Bombay Institutes of Science.

(7) European schools—furniture and apparatus.

(8) High school buildings.

3. The provision of hostels at Government High schools has long been an acknowledged want and at the very close of the quinquennium the Government of India made a further grant of 3 lákhs of rupees for non-recurring expenditure exclusively for the improvement or erection of such accommodation : proposals have been submitted to Government for the utilization of the grant.

4. The most striking event of the last year of the quinquennium was the Coronation of Their Majesties the King Emperor and Queen Empress at Delhi on the 12th December 1911. At the Durbár held on the occasion it was announced that the Government of India would immediately devote 50 lákhs to the promotion of truly popular education. It was stated that this Imperial grant had been distributed between the various provinces, having regard to the population, the number of pupils in different kinds of institutions and the expenditure from public funds on such institutions. In accordance with this principle the sum allotted to the Bombay Presidency was Rs. 6½ lákhs, to be expended on the following objects :—

	Rs.
(*a*) Elementary Education of boys	4,36,000
(*b*) Education of girls	75,000
(*c*) Hostels	48,000
(*d*) Technical and Industrial Education	51,000
(*e*) Education of Europeans and Anglo Indians	40,000
Total ...	6,50,000

It was directed that in framing proposals for utilising the sums for the elementary education of boys and the education of girls the necessity for extending training institutions and giving trained teachers the salaries to which they are entitled under the Masters' and Mistresses' Codes should not be lost sight of. Proposals are being considered and formulated for utilising the grant.

5. As stated by Dr. Selby under similar conditions 'no direct and immediate effect is visible from such allotments. A large amount of preparatory work is necessary.' But it is certain that the ultimate result of this Imperial assignment must be the wider dissemination of an improved type of Primary education among the masses and the amelioration of the condition of Vernacular masters.

6. If however in the course of my report I am able to record distinct progress in any or all of the branches of public instruction I must explain that this has been largely rendered possible by the very liberal grants made to education in general and to Primary education in particular during the preceding five years and the early years of the quinquennium under review.

CHAPTER II.

Controlling Agencies.

1. The general system of control remains exactly as described by Dr. Selby in 1907. The number of Inspectors and Inspectresses is the same, *i. e.*, five Inspectors and two Inspectresses. There is an increase of three in the number of Deputy Inspectors, one having been appointed for East Khándesh, one for Thar and Párkar in Sind, and a third as a special Inspector of Urdu Schools in the Southern Division. Before long I take it that two Deputies will have to share the more congested districts. The great increase in the number of Primary Schools during the quinquennium has led to a considerable increase in the number of Assistant Deputy Inspectors. The following table compares the figures for 1911-12 with those for 1906-07 :—

	1906-07.	1911-12.
Central Division.		
Number of Assistant Deputies	23	30
Northern Division.		
Number of Assistant Deputies	18	25
Southern Division.		
Number of Assistant Deputies	16	27
Sind.		
Number of Assistant Deputies	12	13
Total ...	69	95

Some progress has been made with the system of localizing the Assistant Deputies : beats have been assigned in all Divisions, but it has hitherto been found impossible to spare them from head-quarters in all cases in the rains as they have been needed to do a good deal of clerical work at that time of year with which the clerical staff provided is unable to cope. I do not consider that the same officers should be left too long in one beat : such men are not always free from personal predilections and antipathies, and methods tend to become stereotyped. The benefit of the system is the closer hold which it gives us on local schools over which the only other controlling agency on the spot is the school committee or pancha of whom Mr. Karandikar writes 'As regards the master the members deal with him only as a townsman and a neighbour and not as a schoolmaster entrusted with the well being of the school children. Good school discipline is seldom appreciated and the opposite of it, including the irregular absence of the schoolmaster, is seldom noticed and much less reported.' In the Northern Division Mr. Lory complains that of the Assistant Deputy Inspectors in his Division there are only ten graduates out of a total of twenty-five. He writes, and I strongly agree with him, 'In the interests of Primary Education it is highly desirable that some means should be devised for securing an adequate supply of graduates for the inspecting staff.' Presumably such 'means' must be enhanced pay : the pay of High School masters is being increased and that of Deputy Inspectors and their Assistants will have to follow suit.

2. As noted in Chapter III, paragraph 8 of the last quinquennial report, Mr. Giles was appointed to act as Director General of Education in February 1907, which post he continued to hold till the 29th March 1908 from which date he retired on pension. The fact that he was chosen by the Government of India to fill so responsible an office is sufficient testimony to his worth and capacity. He will be long remembered in this Presidency as a just, sound and

far-seeing administrator. Dr. Selby also retired within the same period after a distinguished career as Principal of the Deccan College and Director of Public Instruction. I am alluding to the fact more fully under the chapter devoted to Collegiate Education.

3. A sad event in the quinquennium was the sudden death of Rao Bahadur B. R. Sahasrabudhe, Educational Inspector, Southern Division, who was widely known and respected in Maharashtra.

4. In Káthiáwár the first and second class states exercise independent control over their educational departments, while the schools of minor states are managed by the Agency Educational Officer who reports on the educational institutions of the whole province to the Agent to the Governor.

5. This seems to be the best place to allude to the fact that on Professor Naegamwala's retirement occasion was taken, during the period under review, with the sanction of the Government of India, to abolish the Maharaja Takhatsingji Observatory at Poona and transfer the instruments to the Solar Physics Observatory at Kodaikanal. It was stipulated that a tablet should be erected in a prominent position in the Observatory at Kodaikanal recording the gifts of His Highness the late Sir Takhatsingji, Thakore Saheb of Bhavnagar.

CHAPTER III.

Collegiate Education.

1. A full report, copy of which is given in Appendix, on the changes introduced during the quinquennium in the system of examinations, on the new degrees introduced and on the buildings, library and endowments of the University has been recently submitted to Government by the Syndicate at the request of the Government of India, and I imagine it is unnecessary for me to reproduce that information here.

The ashes of the controversy engendered by the findings of the Universities Commission have continued to smoulder throughout the period under review and have at times flamed up in the excitement of the detailed discussions involved. The process of transition is, however, now almost complete and it is reasonable to expect that as the clouds of faction-fighting drift away, the true interests of the University will be recognized by all and quiet progress will become the order of the day.

2. There is a very general belief that for the purposes of the University the High School course ought to be extended by at least one year, and the standard raised to that of the Previous examination as the Professors complain that they have to do the last part of the pioneer work, which should, properly, be done in the High Schools. This is probably correct, but before such a consummation can be reached it will be necessary to raise the qualifications of the teachers in the highest standards of the schools themselves.

3. Similarly in the University the new and amended courses will necessitate the employment of additional, and in some cases, more highly qualified professors and lecturers; which question is now being seriously grappled with by Government, the University and the College authorities.

The Government of India has already shown its practical sympathy by allotting grants of Rs. 3,00,000 for non-recurring, and of Rs. 45,000 for recurring expenditure. Meanwhile the following passage in Mr. Covernton's report on the year at Elphinstone College "gives to think":—

"There is considerable danger that the B.A. degree will be in future gained much too cheaply and that the graduate will emerge no longer with a 'general' smattering of four subjects but an equally superficial knowledge of two only!"

4. The second inspection was made by a Committee nominated by the Syndicate in the latter half of 1909. Criticism and appreciation of the respective shortcomings and merits of the institutions visited were put forward and were welcomed or resented according as they were felt to be deserved or undeserved: many of the defects alluded to have been since remedied. I select a few of the more general remarks made for record. In the report on one College complaint is made that sufficient Dakshina Fellowships are not awarded to the aided colleges: in another criticism of the methods employed elicited the retort "as long as the present system of examining is adhered to by the University the system of teaching by Dictation is almost forced upon the Colleges." The taking of the roll-call by classes and not *en masse* is advocated as being less likely to lead to non-attendance and a suggestion was made that the keeping of terms should be certified by the Principal on the basis of attendance thus registered throughout the College day. At another College serious complaint was made of the amount of time consumed in the rains by cricket competitions.

5. This system of inspection is, I suppose, the best practicable. It is however open to the objection that the members of the Committee without any conscious bias may take too harsh a view of the shortcomings of rival institutions, but deal too tenderly with those of their own, while constructive criticism might be taken to pledge the members of the Committee to more than they could undertake themselves.

6. The following notes on the individual affiliated colleges may be given. The question of removing Elphinstone College to another site was taken up

during the period under review, but has apparently been dropped: another salient feature of the quinquennium has been the loss to the College of its own playing field: a plot has been given on the Oval in exchange which is however not quite the same thing as the College may be turned out temporarily at any moment for public purposes. For the past year Mr. Covernton reports good results at the B. A. and Intermediate Arts examinations but far other at the Previous: this last he attributes to dull students, to some extent to defective teaching, and to interruptions caused by many holidays and by plague. The Brahmans and Hindus—the latter remarkably—are increasing in numbers but the Parsis are going elsewhere. I regret that this should be the case as to the best of my belief the Parsis impart a strain of solid common sense most useful in an educational institution. The number of lady students also has decreased owing to the opening of classes at St. Xavier's College. Mr. Covernton again once more urges the necessity for a women's college with women supervisors. The hostel has been so much improved that last term all the rooms were full and social life has been kept up by means of various "societies" as in former years.

7. At the Deccan College notable events of the last five years were the provision of two new bungalows for two of the European professors and of quarters for sixty-four additional students, the abolition of the Law Class from February 1908, the temporary abolition of the chair of philosophy and the creation of a lectureship in Logic: also the rent of rooms has been raised from Re. 1 to Rs. 2. For the past year Mr. Bain reports that the College has been very full and that the examination results for 1911 were satisfactory.

8. "In December 1910" writes the Principal of St. Xavier's College "Rev. F. Dreckman retired from the post of Principal which he had occupied for a full quarter of a century. To his untiring energy and warm interest in education the College owes greatly its present position. In June 1909 the new hostel was opened for seventy-two students and though a higher rent than elsewhere is charged the number of applicants is in excess. At the beginning of 1912 a new wing was opened and is giving ample teaching accommodation. It is hoped soon to add European professors of Sanskrit, History and Philosophy.

9. At the Fergusson College, Poona, the most noticeable feature of the quinquennium has been the rise in the number of students from 500 to 787: a good deal of building in the way of a laboratory, classrooms and a big lecture theatre has gone on and it is hoped soon to build additional students' quarters. The examination results have been uniformly satisfactory and the College won the Inter Collegiate cricket shield a second time last year. The discipline of the students has continued satisfactory.

10. At the Wilson College also numbers have largely increased and the authorities are of opinion that an increasing number of the "unfit" are allowed to pass Matriculation. It is satisfactory to note that the maintenance of discipline has never been easier than during the last few years and that the resident students have turned their thoughts in the direction of social work rather than of political movement. A second and much larger hostel is now under construction.

11. At the Gujarát College the most important event during last year was the visit of H. E. the Governor to inaugurate the Madhavlal Ranchhodlal Science Institute and to lay the foundation stone of a new hostel. Arrangements were completed towards the end of the year for the transference of the College to Government which was rendered possible by the munificent gifts of Sir Chinubhai Madhavlal. The actual transference took place after the close of the quinquennium.

12. The Sind College celebrated its twenty-fifth anniversary in January—an event which greatly upset the studies of the College. The chief events of the quinquennium were the resignation of Dr. Jackson who had been Principal for twenty years and the addition to the staff of a European Vice-Principal, the extensive repairs and costly alternations of the College buildings and the erection of a bungalow for the Principal. The attendance has risen from 251 to 276. The examination results have been satisfactory except last year in the Previous Class: the reason assigned is here also the undue leniency shown to

candidates at Matriculation. Great progress has been made in Athletics and discipline has been fairly maintained: the Principal complains however of the factious spirit existing between the Hyderabadis and non-Hyderabadis.

13. The attendance at the Samaldas College, Bhávnagar, increased during the quinquennium from 81 to 130 and the hostel was extended: a further extension to accommodate eighteen more students and the Superintending Fellow is under construction and a bungalow for the Principal has been added.

14. The Principal of the Bahauddin College at Junágad once more supplies no information beyond tables from which I gather that the attendance has risen from 136 to 157, of whom 86 are students residing in the hostels.

15. The number in attendance at the Rajaram College, Kolhápur, writes the Principal, "shows considerable increase such as has never before been found on the College rolls since its establishment in 1880. I venture to say that this is due partly to the facilities afforded by the State in the form of freeships and scholarships and partly to the good results in the University examinations".

16. The subject of teaching in Science has received an enormous impetus during the quinquennium very largely owing to the great personal interest taken in the matter by His Excellency the Governor. Thanks to this—large donations have been placed at the disposal of Government and a "Royal Institute of Science" is now in course of erection on the site of what was formerly the Elphinstone College playing field. The detailed arrangements remain to be completed but the reproach that teaching in Science on up-to-date lines is not available within the Presidency will soon be done away: simultaneously with this the inauguration of the Madhavlal Science Institute at Ahmedabad will bring modern Science within the reach of the inhabitants of that part of the Presidency. On the completion of these Institutions it will be possible to see how far there is any genuine demand for such teaching with which the industrial progress of the country must be largely bound up.

17. The quinquennium was memorable for the retirement of Dr. F. G. Selby for many years Principal of the Deccan College, Poona, and latterly Director of Public Instruction and Vice-Chancellor of the University in the concerns of which he always took the warmest interest. In recognition of the valuable service he had rendered to the University he was presented by the Chancellor with the honorary degree of LL.D.—an honour only awarded on four previous occasions in the history of the University.

18. I append a table similar to that supplied in 1907 showing the number of persons who took the different degrees of the University of Bombay during the five years beginning 1st January 1907 and ending 31st December 1911:—

Degrees.	1907.	1908.	1909.	1	1911.	Total.
M.A.	31	41	53	45	61	231
B.A.	285	350	331	280	442	1,688
B.Sc.	10	16	14	15	26	81
Master of Law ...	1	...	...	3	2	6
LL.B.	131	113	154	142	178	718
M.D.	1	...	2	2	1	6
L.M. & S. ...	71	61	89	55	55	331
L.Ag. or B.Ag. ...	21	37	37	20	22	137
L.C.E.	33	43	35	43	16	170
B.E.	...	...	...	...	8	8
Hon. LL.D. ...	...	1	...	...	...	1

CHAPTER IV.

Secondary Education.

As pointed out by Dr. Selby in the last quinquennial report 'Secondary education' is technically that given in schools in which English is taught, as opposed to 'Primary' education given wholly in the vernacular. For the system in vogue, which remains practically unaltered, reference may be made to that report, in which also the principles on which the Grant-in-aid Code is worked are lucidly explained. The Code itself has been to some extent recast, as will be presently shown, but the principles embodied are the same, and there can be no public body at the present moment ignorant of the main conditions on which pecuniary assistance is given by Government for recurring expenditure and for the acquisition of sites, buildings, and equipment. I do not remember to have received any complaints as to the general principles on which grants are disbursed, while on comparing notes with the Directors of Public Instruction of other Provinces at Simla in July it appeared to me that our own Code has the very great advantage of simplicity, both in principle and in working.

2. It was revised in 1911, the previous edition having been in force for about eight years. Some of the new features were the admission of normal schools to half grants, a system of temporary initial grants to assist struggling schools, and the stiffening of the admission rules so as to enable Head Masters to exclude boys from undesirable schools. Other rules in the direction of discipline are those directed against unauthorised standards and unauthorised books and a summary of the rules for discipline issued by Government. A new chapter to provide for the miscellaneous schools which sometimes apply for aid has been added, while the building grants chapter has been brought into line with actual practice and Government has authorised the Director of Public Instruction to dispose himself of 'applications within the budget provision for building grants, submitting to Government only those cases which are special and are not covered by the rules or in which a relaxation of the rules is desired'. The only alteration I should like to recommend is the gradual extinction of Government's claim on buildings proportionately to the sum given. I found at Simla that this principle has been largely accepted elsewhere.

3. During the past five years several very important modifications in detail have been made.

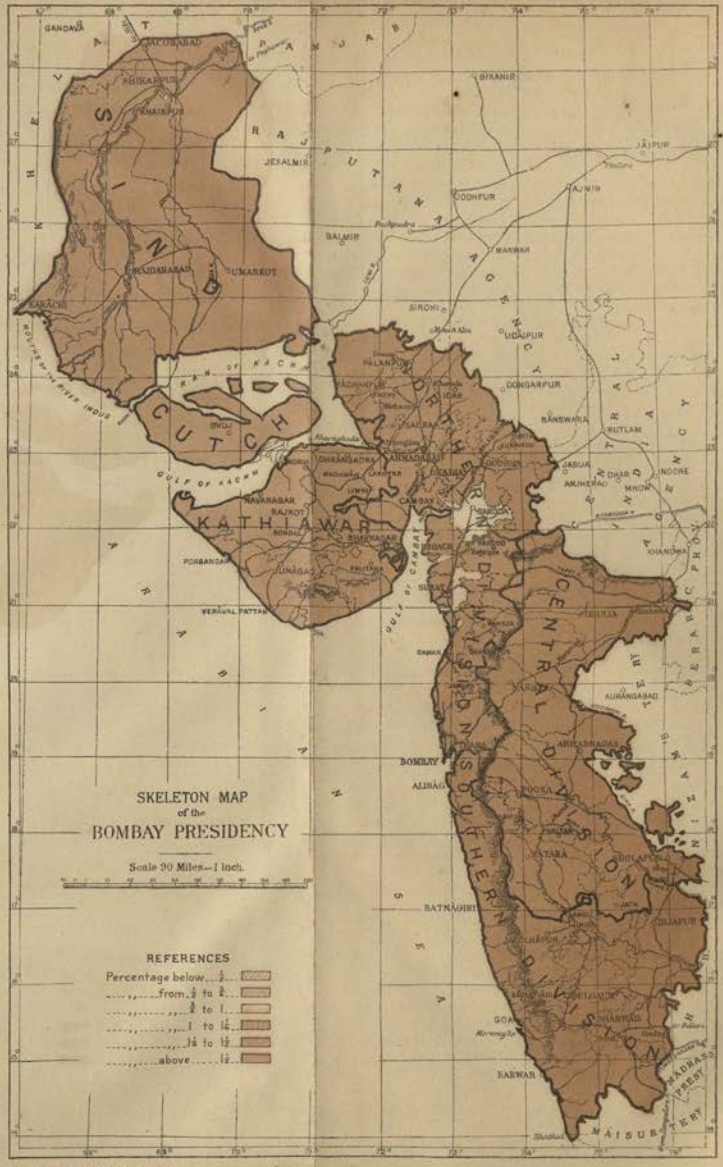
In the new Secondary curriculum itself, which has been recast in all subjects except mathematics which had been previously dealt with, Mr. Sharp himself defines the changes proposed by him thus—'The principal features are I think an increased number of suggestions for the guidance of teachers; thus leaving it open to schools to try experiments or to adopt variations, the encouragement of teaching through the vernacular to a greater extent than at present; the treatment of history and geography, and the introduction of physical geography throughout the course; the recognition of reformed methods of teaching English (and French), and the insistence upon a larger amount being read; the suggestion of simple science lessons throughout the course; an attempt to reduce the amount of Sanskrit grammar to be done; and the recognition of the seventh standard and of the School Final Examination.' This course was worked out by Mr. Sharp with the most indefatigable industry in consultation with the inspecting staff and representatives of schools of every class. The current year is the first in which it has come into full swing, so that it is impossible as yet to form an opinion as to its virtues or defects: in fact it will take four years, *i. e.* time for boys to pass through the whole High School course, to see what the results will be. In two respects however it ought to be most welcome to the public, namely in its elasticity and in the chance it gives to intelligent teachers to tackle educational problems more on their own lines.

1906-07 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN

Gov^t Photozinco. Office, Poona. 1912.

	Percentage		Percentage
Bombay Presidency	3·3	Northern Division & Cutch	2·2
Sind	2·1	Central Do	3·8
Kathiawar	3·8	Southern Do	1·6

THE SECONDARY STAGE OF INSTRUCTION IN PUBLIC INSTITUTIONS 1911-12



Gov^t Photozinco. Office, Poona. 1912.

	Percentage		Percentage
Bombay Presidency	3·2	Northern Division & Cutch	3·2
Sind	2·6	Central Do	4·6
Kathiawar	4·9	Southern Do	2·1

4. Closely bound up with the new curriculum is the revised scheme for the School Final Examination to which the curriculum leads. I will mention the more salient new departures. Till this year the rule that a boy must have been in continuous attendance for at least two years has been rigidly enforced. This was felt to be hard on boys who had appeared once or twice but failed and who could not afford to stay on at school. Accordingly after the initial two years of continuous attendance such candidates are now allowed to appear again later on if presented by their former Head Master as a guarantee of respectability. But it is laid down that no candidate shall be allowed to appear more than three times. Another wholly new feature is that boys, at their option, are allowed to answer questions in history, geography and the classical languages in the vernacular. There can be no doubt that boys will be able to master these subjects more quickly and more fully and thoroughly in the vernacular: the only fear is that the study of English may suffer. The experiment is to my mind a most interesting one, though as long as the Matriculation Examination dominates the High School course I believe that this option will be rarely utilized.

A third innovation in the course in English is the introduction of text books with the provision that "cram questions on formal grammar and idioms are ignored and 'allusions' are also ruled out to prevent the cramming of annotated editions of the texts"

The Vernacular paper is to be set and answered wholly in the vernacular itself, the passage for translation from the vernacular into English being provided for in the English paper.

As to history and geography, Mr. Sharp wrote :—

"I have tried to combine Indian and British history, and have included a brief reference to the modern conditions of England and of the Empire, and also the British administration of India. To compensate for this I have excluded from the other end the history prior to the Tudors and Moguls; the earlier part will, of course, be provided for in the standards, but it is not necessary to bring everything into the final examination. This change has been generally approved. Attention is requested especially to the latter part of the syllabus from which I have endeavoured to eliminate headings likely to prove controversial.

'Geography.—I have also introduced a syllabus in this subject, in which a portion of physical geography finds a place, and in which the relation of cause and effect is sought to be emphasized, this being in my opinion the really important element in geography teaching, and one I should say almost entirely neglected in this country, where strings of names and 'exports and imports' are in vogue. Our present curriculum insists on a great deal of map-drawing from memory, which is also prominent in the Matriculation syllabus; but as far as I can make out this has become an exercise in drawing, under the care of the drawing-master, and has the least possible geographical value; I have therefore reduced it to the map of India only, which an Indian boy may reasonably be expected to have mastered.'

He sums up his general objects :—

'My object has been to make this examination a suitable finish to the secondary course, and such that the University may ultimately be willing to accept it in lieu of the Matriculation. In making this draft, therefore, it has been necessary to revise the Anglo Vernacular standards simultaneously, in order to make the course and the examination fit each other. The distribution of the details of a number of subjects through seven years is a complicated and troublesome business; but the present draft will show the lines on which some of it is proceeding, and if the present syllabus is approved, I hope to complete the details of the standards before very long. But one is more and more impressed with the need of revised text-books and revised teachers to suit the changed conditions.'

The provision of a School Science course still remains to be made and I am trying to arrange a scheme with the University which may suit both of us. Otherwise Head Masters will have to make double arrangements if they wish to prepare boys both for the Matriculation and School Final Examinations. I think the School Final Leaving Certificate would be much more valuable if it contained a reference to the boy's conduct for the last two years and if the Examiners had before them a record of his progress in each subject during that period. This is done elsewhere.

5. A most important departure has been the raising of school fees which took effect from November 1st, 1911. There had for years been an extraordinary want of uniformity about the rates in the Government schools and the opportunity was taken to do away with this anomaly. The scale recommended for mofussil Government schools was for Standards I, II and III Rs. 1½, for Standards IV and V Rs. 2½ and for Standards VI and VII Rs. 4, the total amount of which, Rs. 210, in seven years cannot be regarded as an exorbitant charge for the education offered. At the Elphinstone schools in Bombay the rates adopted were Standards I, II and III Rs. 2½, Standards IV and V Rs. 3½ and Standards VI and VII Rs. 4½. Government has promised that the additional income thus acquired shall be ear-marked for the improvement of the schools. I should mention that as a set off to the hardship involved for poor and lower caste parents free studentships at the rate of 10 per cent. were sanctioned. This concession is so important that I quote at length Mr. Sharp's remarks in recommending it to the notice of Government:—

> 'It is also necessary to settle how the free studentships are to be distributed. It has been suggested that as the backward classes outnumber the advanced classes, so the majority of the exemptions should be reserved for the former. But as things are, this would probably result in many of them not being availed of; as there must be many schools in which the number of deserving members of backward and depressed communities would not be nearly large enough to fill the places thus reserved for them. I think therefore that for the present the exemptions should be equally divided between the advanced and the backward classes, 5 per cent. going to each; that they should be awarded by the head masters on a careful consideration of the circumstances, age, and intellectual gifts of each candidate; and that they should be liable to be forfeited for misconduct, irregularity of attendance or want of satisfactory progress. I am further respectfully of opinion that on no account should a vacancy on one side be allowed to be filled by a candidate from the other side. This principle is followed in the case of scholarships, it is well recognised, and its advantages are obvious. If the supply of backward boys claiming exemption fails, the Inspector should be informed and he and the head master should exert themselves to recruit from the vernacular schools. Otherwise vacancies on the backward side are sure to be filled up rapidly by boys of the advanced classes, who having once got their exemptions will be entitled to hold them (subject to good conduct) for the rest of their career—it may be for seven years—and all that time the places will be lost to the backward communities even though their boys may be coming forward in greater numbers. Moreover, the degree to which the strictly reserved places fill up will be a useful index to the growth of a desire for Secondary education amongst those communities. Lastly, I think that the head master should be allowed to use his discretion as to granting full or partial exemption, two half-free boys being counted as one free; this was the practice in former times when exemptions were freely granted".

The raising of the fees in Government schools involved—a most necessary and useful corollary—the raising of the fees in aided schools also, because according to the terms of the Grant-in-aid Code these must amount to at least two-thirds of the fees charged in Government schools. This, though at first sight hard on the parents, was undoubtedly necessary as the aided schools generally only aim at the minimum of efficiency in staff, housing, equipment and

arrangements for recreation and these additional resources will place them in a stronger position.

Of course a good deal of ink has spilt over the matter and it is possible that a few boys will be prevented from completing the High School course who would otherwise have done so: I believe however that the ultimate gain will be far greater than the loss involved and that when the formal protests have died away very little further will be heard of the matter. I should have stated above that in the case of Aided schools the free list may extend to 15 per cent. with the same limitations as in Government schools.

6. In the British districts of the Northern Division the number of schools rose from 80 to 82 and the number of pupils from 7,152 to 10,707: the increase is more apparent than real owing to plague disturbance in 1906-07. Mr. Lory complains bitterly of the inadequacy of the salaries of masters in this Division and, since taking charge of this office, the truth of his criticism has been borne in on me again and again. Where there is plenty of money, as in Gujarat, Bombay and Sind, and the standard of living has risen proportionately, we must offer higher pay unless we are prepared to employ only the riff-raff of the University world as teachers. In private schools matters are even worse. Some of the buildings are good and the rest are at least supplied with light, space and air. The Inspector reports that discipline has distinctly improved in Government schools and games are much more general though play-grounds are inadequate. In private schools discipline is not up to the mark: Mr. Lory writes:—

"Not that the boys are given to active indiscipline; there have in fact been very few instances of such a thing during the past five years. But discipline is generally lax and the boys are to a great extent left to themselves; the school has little influence over them, and is regarded simply as a place where instruction in English and other subjects required for the Matriculation Examination is given."

The question of promotions is one of constant difficulty to Head Masters who, even in Government schools, are disposed to yield to the clamour of parents and boys.

In the Native States attached to this Division there were 27 Anglo Vernacular Schools against 24 in 1906-07, and the number of scholars rose from 1,684 to 2,407. Mr. Lory says 'Generally speaking their condition is not satisfactory, the defects being as a rule due to the inadequate qualifications of the teaching staff.'

7. In the Central Division excluding European and English-teaching schools and including Native States, the number of High Schools has increased from 44 to 50 and the attendance from 12,794 to 16,529. Ráo Bahádur R. P. Godbole notes that in spite of the raising of the fees the demand for admission at the Elphinstone High School was so great that many boys had to be refused for lack of space. The attendance at the one Municipal High School at Pandharpur has risen to 206 which is more than the building will accommodate. Of the Bombay schools the Inspector writes 'The schools generally are better housed and better equipped than some of the mofussil schools. In the matter of equipment the American Mission High School ranks low among the Bombay schools.' The Robert Money School is excellently managed and careful eye is kept on every department of school life. I may also quote 'The Fort High School has got a good library and much care is taken to encourage extra reading. It also has a string band and provision is made for teaching English music. In the Gokuldás Tejpal High School, though accommodation is increased by an addition of four rooms, still some portion of the original building requires more light and ventilation, and the introduction of electric light and fans is suggested. The thoroughness and strong common sense with which the J. N. Petit Parsi Orphanage School, Parel, is managed by the Governing Body and the Principal deserve a word of praise.'

The total number of Middle Schools for boys and girls together and excluding European and English-teaching schools increased from 81 to 88 and the attendance from 4,926 to 5,349. Several of these schools belong to Municipalities and great difficulty is experienced in persuading good masters

to serve owing to the smallness of the pay offered and the uncertain tenure of service. The Aided schools of this class are generally very poorly housed, staffed, and equipped.

8. In the Southern Division the number of High Schools increased by 2. In the 5 Government High Schools the attendance in 1906-07 was 1,787 and rose to 1,985 in 1910-11, but fell to 1,837 in 1911-12 owing to plague, the new School Final Examination rules, which excuse attendance, and to refusals of admission for want of room. Discipline is said to have been fairly maintained, but a Municipal High School at Mahad had to be reduced owing to failure in this respect. Of the six Native State schools those at Kolhápur and Sángli are selected for favourable mention. The number of Middle Schools fell from 83 to 75 (the loss is only apparent as European and English-teaching schools are now excluded), but the attendance rose from 3,366 to 4,080.

9. In Sind, excluding the European and English-teaching schools, the number of High Schools for boys on 31st March 1912 was 9 with an attendance of 3,548 pupils and the number of Middle Schools 45 with an attendance of 3,635 pupils. For girls there were 3 Middle Schools and the number of pupils in them was 228. There was no High School for girls. At the end of 1906-07 there were including the European and English-teaching schools, 12 High Schools for boys with 3,706 pupils, and 28 Middle Schools with 2,300 pupils. For girls there was one High School and 6 Middle Schools. The attendance in the former was 182 and in the latter 432.

Apart from the general improvements in Government schools alluded to above striking features of the quinquennium were the restriction of the size of the classes to a maximum of 35, a great advance in physical education, the addition of several trained teachers and the enlargement of the hostel attached to the Hyderabad High School. Mr. Marrs thinks that education given in the Government High Schools has improved, but there are indications that the moral tone of boys in some of them is unwholesome. The 'New' High School at Karáchi was opened in 1910-11, but it will have to be substantially aided if it is to go on. The chief needs of the aided and recognised High Schools are Head Masters who will supervise and train their assistants in detail and assistants who know how to teach. No serious breach of discipline was reported. The Inspector makes special mention of the improvements effected of recent years at the Sind Madressah. Among Middle Schools he speaks well of Madressahs at Pithoro and Naushahro where Local Board schools with fine buildings, excellent accommodation and fairly good staffs are maintained. But on the whole Mr. Marrs can see no great improvement in Middle Schools in which the difficulty of securing competent teachers is greatly felt. He urges a certain reduction in numbers and a system of concentration of really good schools especially under Local Board agency. The Municipalities do not manage such schools properly as they are generally wedded to old fashioned ideas: he is convinced, however, that more English is widely needed in the Province as traders require it and Sindhi literature is poor.

10. In Kathiawar the number of High Schools for boys has increased from 14 to 16 and the attendance from 3,293 to 4,912: the fees are comparatively low. The schools are said to 'give good results at the Matriculation', but as the cadre of teachers is small stagnation is common among them. The School Final Examination is not popular. Discipline is good and the arrangements for physical education are satisfactory. Boys' Middle Schools, generally held in hired houses, increased from 45 to 50 and attendance from 3,466 to 4,467. Some of the schools are said to be in a very efficient condition though the difficulties as to teachers are the same as in the High Schools and the arrangements for physical exercise are not so good.

11. In the Government High Schools Mr. Sharp has found time to put through some very useful legislation on minor points. Thus the maximum number of a class has been officially fixed at 35. I remember years ago telling Mr. Chatfield that I thought it should be 30 and I have never wavered in that opinion though at the Elphinstone High School I had to deal with classes of 40 or even more, so that I regard the figure of 35 as at least a step in the

right direction. Another very profitable and popular movement has been that in favour of libraries for boys for which Mr. Sharp has secured funds and has provided an experimental list of books to choose from. On tour last year I was glad to find that such libraries had already been established and were working satisfactorily in the more go-ahead schools. They will involve considerable further outlay which I am sure Government will not grudge if the movement really 'catches on'. A third item of great importance was the extension of the principle of personal pay to Assistant Masters which renders necessity for the transference of teachers in the course of the school year far less frequent and thus gives the school a chance of a steady year's work. Prize-givings which had largely fallen into desuetude and gatherings of parents and former pupils have been encouraged and increased funds have been supplied to obviate the drain upon modest contingent allowances.

12. A great deal of attention has been devoted to the provision of furniture and equipment of a more modern type. Satisfactory specimens for boys of different sizes were worked out long ago by Mr. Fraser at the Secondary Teachers' Training College which have however since been improved upon by him, but the carelessness and inaccuracy of the carpenters employed by contractors to copy these specimens and the apparent difficulty of Head Masters in understanding what is wanted in a hygienic desk and bench, (*i. e.*, I have often found the back of the bench arranged so as to take the shoulder blades leaving the base of the spine wholly unsupported and benches for little boys so high that their feet dangle in mid air) have sometimes eventuated in such travesties of the original patterns that I have almost wished that the question had not been raised at all. However very appreciable progress has been made on the whole and public opinion will be gradually educated in the subject.

13. I have spoken elsewhere of the absolute necessity for raising the standard of pay of Assistant Masters if we are to secure suitable material for teachers. I have just received information that the minimum pay in Government schools is to be fixed at Rs. 40 and as a corollary I take it that all who attend the Secondary Training College, whether probationers or stipendiaries, will receive at least that amount.

14. Five years ago Dr. Selby reported 'It appears to me that the greatest achievement of the last five years has been the reported improvement in the methods of teaching. If we are really succeeding in making our teaching intelligent and interesting we shall do very well.' During the quinquennium I have of course as Educational Inspector, Central Division, had repeated opportunities of watching the work of the men turned out by the Training College and though I must allow that I have seen many men armed merely with the Secondary Teachers' Certificate, which preceded the foundation of the Training College, doing equally good work, I consider, and the other Inspectors agree, that the general level of teaching power in Government schools has been immensely raised by the institution of that college. In old days those who had a natural bent for teaching gradually found their feet by nature or by the assimilation of hints received from those who went before; now they can start well armed as far as the technique of their profession goes and with definite aims in view, while of the many who adopt the profession but have *not* any real natural bent a large proportion become at least teachers of respectable merit. Of all the money spent in recent years upon education I should say that little has been so well bestowed as on the inauguration of this college which should in my opinion be enlarged and made accessible to greater numbers than now make use of it. Special grants might well be made to aided institutions of restricted means on condition that they should be utilised in the training of young and permanent members of their staffs at this college and should be withdrawn or utilised for others when the beneficiaries have returned to their respective schools.

15. Last year an attempt was made to settle the approximate maximum numbers for which it would be reasonable to expect to have to make provision in the various Government High and Middle Schools looking to the circumstances of each Collectorate and other existing agencies for Secondary education

I give below, as they will have a permanent historical value, the proposals in this behalf as they commended themselves to Government:—

Name of the school.	Number of boys for whom accommodation is now available.	Maximum number to be admitted.	Remarks.
Central Division.			
Elphinstone High School	700	700	
Elphinstone Middle School	650	650	
Poona High and Middle School	175	350	When the school is rebuilt.
Poona Camp School	200	200	
Sátára High and Middle School	342	350	
Násik High and Middle School	380	600	When the new school building is ready.
Sholápur High and Middle School ...	308	500	When the building is extended.
Dhulia High and Middle School	431	450	
Jalgaon High and Middle School	.....	350	
Northern Division.			
Ahmedabad High School	315	315	
Ahmedabad Middle School	246	250	
Nadiad (High and Middle School) ...	316	350 or 420	After adding 5 rooms. If a new school is built.
Broach High and Middle School	386	385	
Surat High School	268	340	After adding 2 rooms.
Surat Middle School	.....	280	In the new building now being erected.
Godhra (High and Middle School)... ...	245	385	After adding 4 rooms.
Thána (High and Middle School)	362	385	In a new building.
Southern Division.			
Dhárwár High and Middle School... ...	475	475	
Belgaum High and Middle School... ...	535	535	
Bijápur High and Middle School	370	510	After adding 4 rooms.
Kárwár High School	301	350	At present, but 500 if reconstructed as a high and middle school.
Ratnágiri High School	279	290	At present, but 500 if rebuilt as a high and middle school.
Sind.			
Karáchi High and Middle School... ...	579	High School 575 Middle School 420	In a new building.
Hyderabad High and Middle School ...	273	300	After reconstruction.
Shikárpur High and Middle School ...	310	385	And eventually 336 after the present pressure has been relieved by the opening of a school at Larkana.

The proposals for extensions and additional staff were accepted and are being carried out as fast as possible, *viz.*, at Bijapur High school at a cost of Rs. 20,000, at Sholapur at Rs. 35,000 and at Dhulia at Rs. 18,000. The case of the Poona High school has however been shelved for the present.

16. In conclusion I quote at length a monograph by Mr. F. W. Marrs, Acting Educational Inspector in Sind, on Anglo Vernacular Boys' schools as they have struck him in Bombay, the Northern Division and Sind. I may add from my own experience that his account would accurately describe not a few schools of similar standing in the Central Division also:—

"I doubt whether there is anything to be gained from an attempt to distinguish among schools in Bombay, the Northern Division and Sind. There are minor differences, but the main characteristics are similar. In all three places there are fairly efficient schools, indifferent schools and very bad schools. I propose to begin by describing a school of bad, but not unfamiliar, type in the mofussil, one whose Manager will feel aggrieved if it does not receive a grant, and if, from time to time, it is not recommended by the Inspector for an extended scope of work. The school is approached by a narrow lane leading from a noisy congested road in the bazar. The entrance is by a door between two shops opening on to a very steep stair-case which one climbes with the aid of a rope, emerging through a hole in the floor to a class-room.

Here are seated 30 or 40 boys on backless benches without writing desks. Each boy has on his knees an enormous pile of books, which he grips with his hands, and he huddles himself up against them for support, when not writing. A blackboard, a small cupboard, the master's chair and table complete the equipment. The room may be large enough to afford each boy the requisite number of cubic feet of air, but it is close, on account of the surrounding buildings, even in cold weather, and noisy, through the traffic in the streets. No attempt has been

made to relieve the deadening monotony of the whitewashed walls by pictures, charts or specimens of work. The room is dingy, depressing and enervating.

The class is Standard I, the lowest standard in an Anglo-Vernacular school, and it is well advanced in the work of the second term. An arithmetic lesson is in progress. The teacher, a mere boy who was himself at school last year, is dictating an example in English which the boys take down. He then translates the English into the vernacular and leaves his pupils to work. It is instructive to observe them while writing. In their hands they have pencils of all shapes and sizes, and they are busy dotting down figures in note books of many patterns, some with lines, some without lines, some with good paper, some with bad, some with margins, some without, all disgracefully untidy and all supported on files of books or on the knees of each boy who sits with head bent, chest contracted and round shoulders. Pick up a book and look at it. At the top of the page is a line with a broad space above for the heading. The heading is written, but not on the line, and not infrequently is something after this fashion. Arithmetic.—The example is, say what is the simple interest on £200 for 2 years at 3 per cent? It appears thus: what the simple interest on 200 for 2 at 3 per cent? When the class is dismissed, ask the teacher how long it has been doing examples in interest. He answers, for 3 or 4 months. Ask him why nearly every boy is unable to spell the word 'interest' he replies that he has told them how it is spelt. Ask why he does not insist on correctness, why the lines ruled for guidance are ignored, except by those who seem to think that English is written below the line, like Marathi; why the very formation of some English letters is not known by certain boys, he murmurs that he has no time to examine all the books and check mistakes. Ask him why he did not first teach every boy the correct spelling of interest and per cent, he says he could not finish the course if he wasted time in that way at the beginning. Look at the blackboard and enquire whether he could not write the example there, he says he does sometimes, but forgot on this occasion. Call for the copybooks to see how writing has been taught and why malformations of English letters are still prevalent. You will then find that boys who have been writing English in note-books for months are doing pothooks...and strokes in their copy-books. The explanation of this is that a neat copy book is to be prepared for the annual inspection and boys are not allowed to begin to write strokes or portions of letters in their copybooks until they have been writing complete letters and words elsewhere for some time. Ask if the strokes and pothooks are not intended for initial training, the reply is that he has only been in the school for two months, that he has never taught before and that his attention has never been drawn to such things by the Head Master.

Pages could be filled with pointing out defects that one would imagine to be obvious to any chance visitor with no special knowledge of method in education. It will suffice for the present purpose if we look at the 3rd standard for a few minutes. It is located on the ground floor in an adjoining building. Two sides of the room are opened to two lanes, one of these sides facing a noisy coffee shop, the other a house of questionable character. The boys are seated on plain benches, the room is without amenities of any kind. English is being taught. The object of the teaching is to impart a certain amount of information that will pay at the examination time. There is no indication of any conscious effort to train the pupils' faculties. Each boy has a reader, a dirty exercise book and a pencil with which he scribbles scraps of information at intervals with wild inaccuracy. Boys read, spell, translate, and take notes. The teacher stands in front of each one he questions and ignores the rest of the class which pays as much attention as it thinks fit. The idea of class management does not appear to have been conceived. The notes taken are not only untidy but full of errors, which, later on, will be copied into a 'fair' book at home and thus perpetuated. This proceeding causes the teacher no misgiving. Ask a simple question in English and dead silence is the answer. The knowledge of English extends only to some crabbed lore relating to individual words and sentences in a text-book. These boys, it should be remembered, have been learning English for three years, the same boys who, under the tuition of nature, before they reached the age of two, acquired a new language successfully without strain to brain or body.

. . You look at the little new scholar with bright, eager, sensitive eyes and straight, plump, little body, and turn to the boys who have spent six long, dreary years in this school. Can it be a matter for surprise that you see lolling forms, round shoulders, narrow chests, and vacant, lustreless eyes, that when you question these pupils you find nothing known thoroughly, that they are full of undigested scraps of information of doubtful accuracy, and that they have no knowledge, no initiative, no perception, no grasp? Their education has been demoralising. It has taught them deceit and hypocrisy, for they are constantly persuading themselves and others that they know what they do not know; there is little reliance on self, save in the direction of cram and memorising, because the thinking faculty with which they were born has been stifled. The sense that demands orderliness and arrangement, and perceives the value of time has not been cultivated. Their interest, save for the highly spiced and probably deleterious, has vanished. Their moral and physical digestion is a wreck. It is more than probable that this school has on its time table periods marked out for moral and physical education, and it must, it is claimed, be judged thereby, and not by the appearance and character of its boys. The physical education is revealed, on enquiry, as a little drill, badly done and useless, and cricket played by perhaps 30 out of 200. Lack of a play ground is the excuse for such neglect. There is no attempt to test the value of the physical education by observation of the development of the boy. The time table is followed, and that satisfies the teacher and the Head

Master. The moral value of games is not understood. The one cricket team of which the school boasts cannot be trusted not to stone victorious opponents in a "Shield" Match. As for direct moral training, this item in the curriculum means another book to be parsed and analysed; a few moral maxims and a little information of a so-called moral nature are to atone for the whole demoralising atmosphere. Certificates are proudly shown of boys who have passed examinations in morals or religion. Examinations! And yet, "it is notorious that the application of the examination principle to religion—the attempt to estimate spiritual health and growth in terms of outward action—generates hypocrisy, or the pretence of being more virtuous and more religious than one really is." Seek for genuine attempt to cultivate the moral sense and there will be no period to your seeking. It would be matter for surprise, were it otherwise. No mental and spiritual development is aimed at. The boy is not taught his secular subjects in order that his mind may grow. He is stuffed to pass an examination. He drills because the department insists, not because he and his teacher believe in it. He receives moral or religious education, because the public has begun dimly to feel that all is not well, and the clamour is hushed, for the moment, by a farce. Cultivation of the moral sense through the manifold opportunities available has never been contemplated.

It may well be asked now whether there is any discipline in such a school. Look at the last Inspection Report—"discipline appears to be good." Look at visitors' book—"discipline good", writes the Collector. Spend a day in the school and you will, in all likelihood, say the same. The boys sit quietly, they respond to ordinary class orders with apparent willingness, if slowly and awkwardly. The discipline of this type of school is a fruitful subject; well worth a little thought. That appearances are curiously and profoundly deceptive, I am convinced, the deception being due to the Indian boys' natural aptitude for sitting still. The grounds of my conviction are these :—

(*a*) Boys do not do what they do not want to do, in work, play or general conduct.

This may be attributed partly to weak control, partly to failure of the teacher in observation of omissions in regard to work and manners, and partly to the uninteresting lessons and the scarcity of teachers who can secure co-operation or even notice that it is missing.

(*b*) The boys themselves, and not their parents, frequently decide what school they shall attend.

This opens the door to more than one abuse. At the end of the year a boy proves himself to be incapable of following the work of his class. He demands promotion and probably gets it, by a threat to leave. He is pitchforked into a class, the work of which is above him; any lucidity of thought he may hitherto have retained vanishes. The manager is between the devil and the deep sea. If he does not propitiate his boys, he loses them, and his character is impugned in anonymous or pseudonymous letters; if he promotes too many unfit boys, he incurs the wrath of the Inspector. This systematic and often underhand propitiation of boys extends to many departments of school life and is attended by a train of evils. The boys become the real masters, not the teachers. As they thrust themselves up the school, their healthy instincts atrophy, they grow vain, they throw over traditional restraints and replace them by no obligations, no healthy pursuits or recreations, they learn to seek their ends through intrigue, and if all of them do not become unpleasant and unhealthy specimens of their race, with the shallow, critical attitude that comes of petulance, arrogance, and incapacity, and that with assistance of a partisan press, generates disloyalty, it is not the fault of the school.

So much for destructive criticism. There are excellent schools under private management, but the type described is far too common. What then, it may reasonably be asked, is being done, and what can be done in the direction of improvement? Among numerous reforms which have been effected in Government High Schools and followed or even anticipated occasionally in a few aided schools may be mentioned, in addition to a completely revised curriculum, the provision of hygienic furniture, greater attention to physical education, the extension of hostels, efforts to secure the co-operation of parents, the training of teachers, new text books in geography, history and morals, the provision of suitable libraries, the encouragement of a taste for literature, lectures on travels and general subjects, with the aid of a lantern, and the teaching of the responsibilities of citizenship. A very genuine difficulty however experienced by aided schools in towns is that of securing playing fields within a reasonable distance. The expense is usually beyond the means of even endowed schools, and the want in many cases can only be met by the aid of the municipal bodies who should endeavour to provide large common recreation grounds for school children and others. There are also a number of towns where the department might not find it impossible to force a migration from rented buildings in congested centres to healthier areas where playing fields might be secured. This step is all the more necessary when, as sometimes happens, hostels are attached to the schools. A further reform that is required is not so much a material reform as a change in attitude. In spite of the advance in regard to physical education during the quinquennium, much remains to be done and thoroughly satisfactory progress will depend upon a more complete understanding of the value of physical education. There are many managers of schools who require to realise the lesson contained in the following lines.

"It is as yet hardly recognised that the physical is the basis upon which all mental education must be founded. Not only is the child who is unfit physically likely also to be

below the average in mental acquirements, but the actual development of the brain is largely influenced and promoted by means of the motor activities. Physical training has a double effect, a physical effect on the body and an educational or mental effect on the mind. The physical effect includes the influence on the general physique and nutrition of the body, on the prevention or correction of faulty action or attitude of the body, or of any part of it, and on the development of the neuro-muscular system. The educational effect includes the acquirement of habits of discipline, obedience, ready response and self control. Moreover, since the effectiveness of what is done often depends upon the combined efforts and co-operation of a number of individuals, physical training plays an important part in producing and fostering a healthy public spirit". A fuller realisation of these factors would revolutionise many of the aided and recognised schools, and be the means of providing the State with more useful members of society. A word too may be said about medical inspection. With a few honourable exceptions, in no school is there a scheme for a systematic medical inspection of pupils. In England it has been recognised as being of vital importance and must eventually receive attention in India. A moment's reflection will show what immense good can be done by the detection and prevention of vicious tendencies, by care of the eyes, and by precautions against fevers, and there are many other opportunities for useful action.

The notion that teacher is born, not made, is not yet dead. Whatever may be argued in its favour in other countries cannot, I urge, be applied to India. Very few people whose opinions carry weight are likely to maintain that the Indian teacher does not need training and does not repay training. So many untrained Indian teachers are apt to fail in initiative and observation. They proceed on traditional lines without misgiving, and their eyes are not open to absurdities. They rarely ask themselves why they have adopted particular methods, and whether their methods are the best that are feasible. If training will only disturb their complacent acceptance of trite abuses, it will be worth while. The Training College for Secondary Teachers, which has now been in existence for several years, has, beyond question, done much good, but, with its very limited number of pupils its influence has not yet been felt as much as one could wish, beyond the Government High Schools. The College should count its students by hundreds and not by tens. Then methods capable of rapidly improving Secondary education would replace the slow percolation of ideas. For example, a commonsense method of teaching English is a subject of instruction in the college and it may be expected to give in three or four years a command of English which was not usually acquired in twice the time by the deplorably bad methods that obtained in the past. It would be true economy for the State to hasten the spread of this method.

The question may present itself at this stage, "why were the teachers not put on right lines before by the Head Masters and Inspectors?" The answer is that the Head Masters are not infrequently as ignorant as their Assistants and a busy Inspector, with multifarious duties, of which actual inspection forms only a minor part, cannot spend the time required in one school. If it is retorted that the lines could at least be indicated, then the reply in all probability is that they were. The difficulty is that the teachers are always changing. A crying evil of the aided schools is the large proportion of the staff which is composed of new young men from the schools and the University. So few of these stay long because their prospects are poor and their position does not secure them public recognition or respect. A more widespread realisation of the value of professional qualifications on the part of the public,—a realisation that must come—coupled with a fuller consciousness on the part of the teachers of the interest and dignity of their work, would raise them in public esteem. Teaching would, in a greater degree, become recognised as a profession worthy of the attention of men of capacity and energy, and, though it can never confer wealth, it ought to mean a competency for the deserving together with security of tenure and some provision for old age. Provident funds and increased salaries, however, mean money, and the Managers of schools ask where it is to come from. The department recently suggested the raising of fees and the suggestion was carried in the face of much opposition. If money still falls short and Government does not see its way to adding to its very liberal contributions, there are two solutions, the further raising of fees or the insistence on some endowment. In England an assured income, apart from grant, is usually a condition of grant. It should not be forgotten that the market is overstocked with the product of High Schools, that secondary education, if good, is expensive to provide, and if bad, may be very harmful. Private adventure schools with no resources of their own have been known to prove an evil. With the present enhanced rate of fees a boy can still get a 7 years' course of instruction in a secondary school for Rs. 210. Generous men of wealth would find a very worthy object of philanthropy which would deserve the gratitude of Government and people alike, if they provided schools with a satisfactory endowment.

A new code has been issued and a new curriculum, which are a distinct advance upon those which were in force before.

I should like to draw attention to one sentence in Schedule D of the new code: "schools wishing to introduce experimental courses in any subject should obtain the assent of the department in advance." It may not seem and may not be intended to be important at present, but it is an augury of possible good. Its full significance needs some explanation. Hitherto the Matriculation has dominated most of the schools, and, with few exceptions any idea of training for the sake of development or of encouraging a boy to follow any marked bent or predilection has failed to bear fruit. Success in the Matriculation Examination has been one of the chief aims and that meant certain subjects only done in a certain way, also one

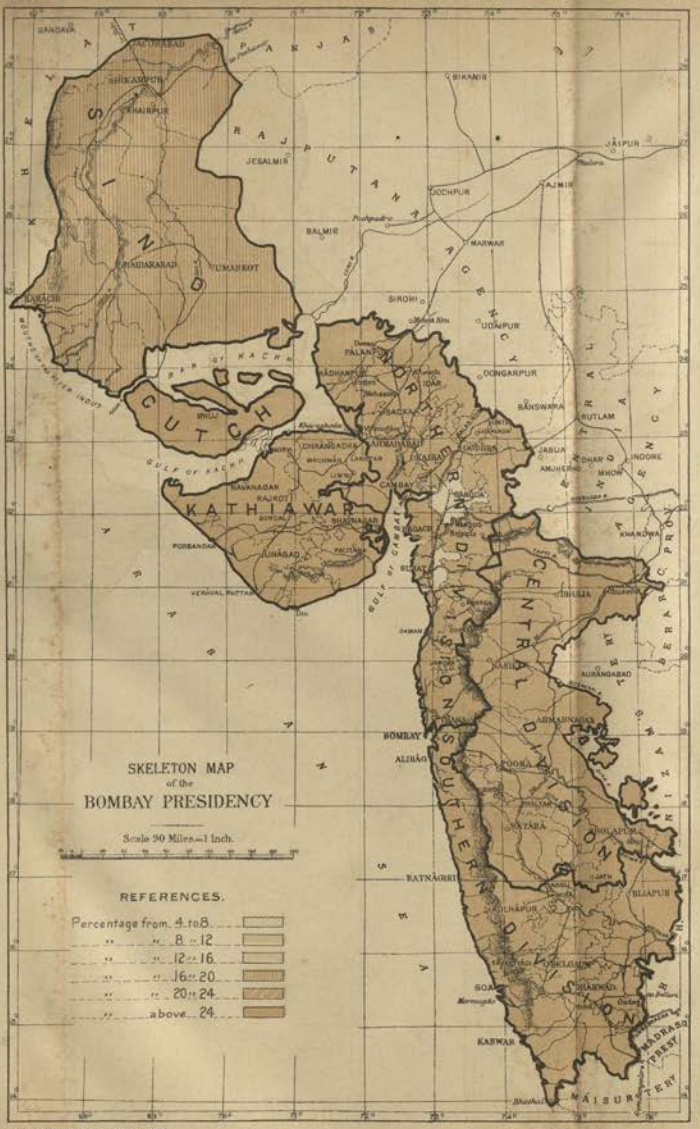
type of school only, schools being distinguished among themselves by the number of standards taught. One of the results has been that far too many of the boys turned out were in search of the same kind of employment. It is thus clear why it is sometimes possible to engage a Matriculate on lower wages than an unskilled labourer can earn. The overwhelming power of the Matriculation Examination has now been crippled. The subjects necessary for the School Final Examination are few and the examination is of such a type that it can be passed by boys who have taken in addition a special line and who have been trained by teachers with some originality. Some attempt has been made to combat the evil that can never be wholly divorced from a prescribed syllabus and examination papers, for a syllabus and an examination must always be based on an estimate of the average capacity. There ought to be schools which rise superior to such a standard and which can venture upon differentiation.

Teachers can now try to plan a better course of instruction in confidence that it will be approved, if better. The method of examining for the School Final Examination is such that success is not assured only to those who allow examiners to dictate how each subject is to be taught. The teacher can work with an aim of his own, and if these new opportunities create a body of teachers who will think an aim necessary, who will reflect on the ideal of manhood they should try to produce, who will look upon the cultivation of the reasoning power as of greater importance than the temporary retention of crude information, who will consider the child's life as a whole, feeling that to them is entrusted the duty of helping him to grow morally, physically, and intellectually, who will provide for him after due reflection upon his tastes and environment and leave the examination to take care of itself, then true progress will be made. There are departmental rules, departmental instructions and helpful books in plenty. For the present the great need of Indian schools, apart from the financial question is a new spirit, a new interpretation of the word 'education' and a new attitude towards it on the part of teachers and parents which will eventually lead to a new outlook upon life for the pupils."

17. I append a table similar to that given by Dr. Selby showing the progress of Secondary Education during the last ten years:—

		1901-02.		1906-07.		1911-12.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Boys ...	High School ...	105	25,419	114	31,842	129	41,429
	Middle School ...	322	17,978	331	20,450	351	26,14
Girls ...	High School ...	21	2,327	22	2,535	27	3,558
	Middle School ...	46	2,809	50	3,161	52	3,469
	Total ...	494	48,533	517	57,988	559	74,601

1906-07 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF BOYS IN



Gov't Photozinco. Office, Poona. 1912.

	Percentage.
Bombay Presidency	31·5
Sind	19·8
Kathiawar	29·8
Northern Division & Cutch	25·4
Central do	25·3
Southern do	25·4

THE PRIMARY STAGE OF INSTRUCTION IN PUBLIC INSTITUTIONS. 1911-12

Gov't Photozinco. Office, Poona. 1912.

	Percentage.
Bombay Presidency	30·
Sind	21·9
Kathiawar	33·4
Northern Division & Cutch	32·3
Central do	30·
Southern do	31·4

CHAPTER V.

Primary Education.

1. The chief events of the last five years have been the application of the grants made by Government during that period. These have been applied to the opening of new schools, to the amelioration of the lot of the primary school teacher by raising the minima of pay of Head and Assistant Masters and mistresses and the provision of something more like the pay offered in the Vernacular Masters' and Mistresses' Codes to trained teachers. The following table shows what these grants were, the purpose to which each has been applied and the locality to which it has been allotted :—

	Grant as it stood before the 1st September 1908.	Grant for opening new schools for 1909-10 and 1910-11.	Grant for raising the minimum pay of Assistant masters in Presidency proper to Rs. 9 and in Sind to Rs. 10 as minimum and Rs. 15 as maximum. To fix the minimum pay of untrained and trained Head Masters at Rs. 11 and 12 respectively. To give face values of certificates as far as possible. 1908-09—1910-11.	Additional Grant for 1912-13 and future years.		Total Grant.	Increase over 1908-09.
				For new schools.	For promotion of teachers.		
Central Division.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Local Board	3,28,376	85,794	60,031	34,400	28,959	5,37,560	2,09,184
Municipal	81,745	...	13,664	...	7,797	1,03,206	21,461
Northern Division.							
Local Board	2,99,779	53,533	66.274	4,300	30,628	4,54,514	1,54,735
Municipal	79,644	...	21,786	...	6,127	1,07,557	27,913
Southern Division.							
Local Board	2,84,301	53,533	67,989	10,664	31,624	4,48,111	1,63,810
Municipal	58,380	...	12,398	...	5,132	75,910	17,530
Sind.							
Local Board	1,49,644	35,140	36,930	6,500	54,755	2,82,969	1,33,325
Municipal	46,972	...	7,969	...	...	54,941	7,969
Total ..	13,28,841	2,28,000	2,87,041	55,864	1,65,022	20,64,768	7,35,927

2. From this it will be seen that at the beginning of the quinquennium the grant amounted to about $13\frac{1}{4}$ lákhs of rupees while at the end it reached more than $20\frac{1}{2}$ lákhs, the exact increase being Rs. 7,35,927. For the upkeep of Local Board schools Government now pays more than half while in the case of Municipal schools the grant amounts to about $\frac{2}{5}$ of the expenditure and it is hoped that with the help of further grants since received half of the expenditure on this class of schools also will be borne by Government.

3. The utilization of so large a share of these grants in bettering the condition of our lowest paid employees has been a very wise step. There is a natural and hereditary liking for the teaching profession among the Brahminical and other advanced castes, but it was beginning to be felt, especially in parts where the standard of prices and of living has greatly risen, as in Gujarát, that even the modest village school master should be paid as much as the peon who brings

him his pay! Hence Mr. Lory writes—and his remarks apply in large tracts of every Division :—

"Undoubtedly the increase of pay to the assistants and Head Masters has done much to improve the schools. But it was an increase which came only just in time in parts of this Division to prevent a catastrophe. The cost of living and the rates of wages have of late years risen to such an extent that in most parts of Gujarát the salaries given to untrained assistants and Head Masters are insufficient. The Deputy Inspector, Surat, in which district the difficulty is increased by the readiness of any person with a certain amount of education to emigrate to Burma or to South Africa, reports that he has great difficulty in getting qualified teachers. Men, he says, who have passed the Vernacular Final Examination, 'are taken up by ginning factories, presses, and certain trades which offer better pay, profits and prospects.' It is of course an encouraging sign to see that persons who have received education are thereby better enabled to obtain their livelihood. But the result to the schools is not so satisfactory. In the Thána district, owing to the contiguity to Bombay, things are still worse. There it has been found impossible to secure an adequate supply of qualified teachers and there are no less than 113 unqualified men serving in District Local Board and Municipal schools in that district. In the Broach district it is not likely that a man who has passed the Vernacular Final Examination will be content with Rs. 9 when he sees women and children able to earn anything up to 6 annas a day in the fields. In the towns and cities the poorly paid teachers supplement their income by private tuition (a pernicious practice which it seems impossible to put down in the big cities) and other private ventures."

4. As to the policy of opening more new schools Mr. Lory writes :—

"The new schools have been opened by means of the various Government grants. The demand, though not yet completely satisfied, has been met to a very great extent. The Broach district, as before reported, has more schools than it requires, many of those it has being worthless and not deserving of existence.

The following figures give for each district the number of villages with a population of over 500 without a school :—

Ahmedabad	...	...	...	144
Kaira	...	...	...	76
Broach	...	...	...	7
Surat	...	...	...	79
Panch Mahâls	...	...	...	193
Thána	...	...	...	269

But the general apathy of the people renders the successful opening of schools in the majority of these villages an impossibility, even if funds permit. There is an academic belief in the advantages of Education in the minds of the majority of the people, though they have little idea how it is to benefit them except by the immediate reward of 'Service' which it bestows on its followers. Some of the better class of agriculturists sometimes express a desire to see agriculture taught in the schools. Few or none understand that the object of educating the people is to make them observe and think for themselves or in other words to make them more intelligent. But, as said above, the general attitude is one of apathy. This is particularly noticeable in the Broach district where children and women are able to earn such wages for picking and unpodding cotton that there is little wonder that attendance at school is thought to be a waste of time. Under the orders of Government contained in Government Resolution No. 1632 of 12th August 1909 an experiment was tried in the Broach and Panch Mahâls districts of having half-time school only during the season that children are most employed in the fields. Accordingly school was held from the hours of 12 to 4 in 12 selected schools in Broach district and 12 in the Panch Mahâls with the idea that the children would attend school after returning from the fields in the morning. The experiment, which had been put into execution in consultation with the Collectors, failed and was discontinued last year with the concurrence of the Collectors concerned. The fact is that if children are going to the fields they go there for the day and cannot be induced to attend school that day. The experiment had been tried before in all the districts of this division in the year 1902 and had everywhere failed. Practically all the Collectors were against it."

5. While Mr. Karandikar says of the Southern Division :—

"The extension of schools is so far satisfactory and most people that applied for schools have got them. 92 schools will be given in 1912-13, and only a few applications would remain on hand. Counsel at this stage is divided. It is recommended by some that we should go on straight, extending our operations with good, bad, indifferent men that we get to be teachers, while others say that it is worse than useless to proceed with bad and indifferent teachers; little substantial work is done in such schools and no wonder that the boys relapse into illiteracy, and the object is defeated. I should think that a middle course may be adopted, and 'extension' of one year should be followed by a year of 'intension.'"

6. And Mr. Marrs writes of Sind :—

"Mr. Wright in his annual report for the year 1909-10 remarked that the existing desire for primary education had been satisfied and that further extension would have to be effected

in the face of opposition. Since he wrote, the number of Local Board schools has increased by 34 and the difficulty anticipated has proved less than was expected. Applications, however, for new schools are now very rare and it will only be by determined efforts on the part of Revenue and Educational officials that it will be possible to establish new schools with any prospect of success. It is the attitude of the people towards education that needs changing before any great advance is possible."

And adds that in that province educational officers must consider themselves 'missionaries of education'.

7. The position in the Central Division approximates fairly closely to that of the rest of the Presidency proper and I think that we should now set to work first to train greater numbers of teachers for the enormously increased numbers of schools which have come into existence of recent years, bearing in mind that incremental pay must be allowed for after the training is completed, secondly the larger charges should be broken up into smaller units so that a Deputy may be able to exercise effective supervision over the whole of his district and, thirdly, further steps in the direction of giving the scale of pay exhibited in the Masters' and even more in the Mistresses' Code should be taken. Meanwhile new schools should be opened where required which will be provided for largely by the closure of schools which have failed and to some extent by additional grants.

8. To show at a glance how substantial has been the progress effected during the last 10 years in spite of plague and famine, I give below a table showing the number of schools and of pupils at intervals of five years. The number of schools and children in the case of 'Girls' is of course nothing like what it should be but it is at least satisfactory to note that, such as they are, the figures have more than doubled in the case of attendance and have nearly doubled in the case of schools.

Primary Schools.

	Year 1901-02.		Year 1906-07.		Year 1911-12.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Local Board.						
Boys	3,795	206,984	4,916	250,602	6,251	338,055
Girls	145	7,214	280	11,792	356	17,414
Total ...	3,940	214,198	5,196	262,394	6,607	355,469
Municipal Board.						
Boys	547	69,058	670	75,832	718	90,554
Girls	170	11,600	235	17,896	255	24,757
Total ...	717	80,658	905	93,728	973	115,311

9. In the Central Division the number of all kinds of Boys' Schools has increased from 2,554 to 3,376 and that of pupils in them from 144,835 to 193,121. In the case of Girls the number of schools has risen from 235 to 268 and the number of pupils from 16,271 to 21,329. The number of Boys' schools (day and night) under the Local Boards increased by 592 and the number of pupils by 32,836: under the Municipalities the increase was 51 and 5,381 and in aided schools 115 and 7,884. As to Bombay the Inspector writes:—

"As regards Bombay, the prominent feature of the quinquennium was the adjustment of certain charges between the Government and the Bombay Municipality, whereby the Bombay Corporation was relieved of all expenses on account of the City of Bombay Police and in place thereof it undertook certain Medical, Educational and other expenses, till then devolving upon Government. By virtue of this arrangement the entire management of primary education now rests with the Corporation, which is wholly responsible for it in the City. From the year 1908, a General IV standard Examination is held at different centres, in which all Municipal schools and all Aided schools, with a few exceptions, join."

10. I, of course, protested against this policy as in the last resort the Government contribution to the grant constitutes a formidable argument in favour of the adoption of reforms or improvements suggested by the Educational authorities. I cannot honestly say, however, that, as far as I have been able to observe, the transference has made any very great difference practically. The Corporation has always paid its Educational servants liberally and treated them considerately and if its movement in the direction of the improvement of, *e. g.*, the housing of its schools is lethargic nowadays, it was at least no less lethargic before this change was made! I have no materials at command by means of which to compare the expenditure of the Corporation on its schools with that of other cities of the same size relative to its resources but in the year 1898 the Hon'ble Mr. T. B. Kirkham, my predecessor as Inspector of the Central Division, wrote to me: 'The city of Bâle spends 8 million francs a year on everything out of which 2 million goes on education! If Bombay can be worked up to a school rate of 1 per cent. on the rental we shall be lucky.'

Possibly some enthusiast in the cause of education, such as the Hon'ble Sir I. Rahimtoola, may like to explore this field.

11. The Educational Inspector writes:—

"In the Northern Division the number of Boys' schools rose from 1,531 to 1,882 and of pupils from 93,800 to 134,483, an increase of 351 and 40,683, respectively, the latter figure giving a rise of 43·2 per cent. It must, however, be stated that the schools were far worse affected by plague at the end of 1906-07 than they were last year while the famine in Northern Gujarát last year affected the attendance curiously little: possibly as the Inspector suggests names were kept on the rolls though attendance was meagre. Girls' schools of all kinds rose from 235 to 272 and pupils from 14,495 to 20,725. District Local Board schools increased by 271 and pupils by 29,161. Municipal schools decreased by 11 as four Municipalities were disfranchised but attendance increased by 6,593. Aided schools increased by 67 and attendance by 3,734. In Native States the increases were 54 and 8,946."

12. In the Southern Division the total number of Boys' schools (of all kinds) increased from 2,620 to 3,252 and the boys in them from 140,616 to 174,675 while the number of Girls' schools rose from 251 to 289 and the girls in them from 13,587 to 17,097. The figures of attendance were better in 1910-11 but were reduced in 1911-12 by plague which fact must be remembered all along in this Division. Local Board schools for boys increased by 360 and attendance by 16,737: 8,311 children had to be left out of account in the schools closed for plague on 31st March 1912.

13. The number of Primary Schools for boys in Native States excluding Night schools rose by 164 and attendance by 11,118: the number of Municipal schools for boys increased by 6 and pupils by 2,157. The increase in aided schools for boys was 105 and in attendance 3,885.

14. As to the quality of the teaching Mr. Karandikar writes:—

"The curricula were revised in 1901 and instructions were issued in the last quinquennium with a view to make the teaching brighter and more realistic. In 1906-07 I reported that several of our trained men grasped the meaning and spirit of the new standards, and put into practice the new methods of teaching in an intelligent manner. I am glad I am able to speak more favourably of the work done by a majority of our trained teachers, and also of some of the untrained teachers. I do not mean to say that there are no bad schools, but speaking generally the number of good schools is increasing. In April 1911 I accompanied Mr. Sharp on his tour through Kánara and Dhárwár and he seemed to be pleased with the schools he saw."

A special feature of this Division's work is an attempt to introduce some system of Manual Training. The Educational Inspector writes:—

"The education at present given in our primary schools is mostly literary, and by way of variety Manual Training classes are added to schools wherever a liking is shown for such work and we have now two schools in Ratnágiri and 23 classes in the four Kánarese districts of the Division. These classes are however, neither, well housed nor properly directed. But they, at present, only indicate an attempt to give the education an industrial turn. Housing and directing these classes are under consideration and will, I hope, result ere long in something appreciable."

15. I do not think we have not our ideas on this subject quite clear as yet. Is the Manual Training to be inculcated at our Training Colleges and in our

Vernacular schools meant as a general training for hand and eye so as to foster powers of observation and ideas of symmetry, precision, deftness and cleanliness or is it meant to train or predispose boys to enter manual crafts and trades? If the former I cannot help thinking that instruction in drawing will achieve what is wanted far more efficiently and far less wastefully: if the latter the teacher at the Training College must not be a mere carpenter, which is all he is at present, but a carpenter who has been carefully trained how to teach carpentry. From what I saw of this work in Sind when I was Inspector there I came to the conclusion that it had no educational value whatever as conducted at the Hyderabad Training College.

16. In Sind the total number of primary schools for Boys increased by 166 to 1,517 and that of pupils by 11,821 to 70,154. Local Board schools from 570 to 682 and pupils from 23,759 to 32,478. As to schools for girls Mr. Marrs writes:—

"The total number of primary schools for girls increased from 124 with 6,682 pupils to 157 with 9,292. Miss Brooke has already reported on this section. I will only repeat that the chief difficulties in the way of secular education for girls are in order of importance.

(i) The demand for religious education in a second language.

(ii) Want of trained teachers.

(iii) The *purdáh* system.

(iv) The poverty of aided schools."

Municipal schools increased from 64 to 67 and pupils from 8,274 to 8,830.

Aided schools increased from 655 to 701 and pupils from 23,823 to 25,871. The Mulla schools rose from 558 to 615 and pupils from 15,182 to 15,867.

Sind suffered occasionally heavily from floods and storms: in 1908 the Karáchi Deputy wrote:—

"During the year under report vast damage had been done to buildings by heavy rain and floods. The Local Board school buildings at Budhapur and Manghee, which had been very recently constructed, were completely destroyed by hill torrents. The building at Var, which had been completed and occupied during the year, suddenly collapsed one night from the effects of percolation. The building at Jungshahi, which had been completed and occupied shortly before the rains, met the same fate, though not to the same extent. The older buildings those at Sondha, Daro Laikpur, Bachalgago, Bhian and Gharo, were all seriously damaged."

As to the Mulla schools Mr. Marrs writes:—

"These pupils continued to receive gifts of books, slates, etc., capitation grants for all pupils, learning Arabic-Sindhi, grants for registration, and for boys sent to Local Board schools. In some few cases additional grants were also given for assistant teachers. The maximum grant admissible was raised to 150 in 1907 and though there were many schools which were not able to earn more than a mere pittance yet there was distinct evidence in certain quarters that school-keeping according to Departmental rules was beginning to be considered worth while an occupation sufficiently attractive and remunerative to tempt some Mullas to work regularly and improve their qualifications. The Deputies agree that the Mulla school of 1912 is a far better school than that of 1907 but there were few schools which approached Local Board schools in efficiency and by a general estimate a high value cannot be placed on the education given, but many of those schools are nevertheless with all their disadvantages arising from the ignorance of the teachers, the irregularity of the teachers and the taught, parental apathy towards secular education, an entire absence of any educational ideal and any care for the bodies of the pupils, an important factor in the spread of education, because in many cases they reach a section of the population that could not be reached by any other agency. It may be taken as almost a truism that parents who can read and write will consider these accomplishments necessary for their children. Thus even those who are sceptical of the value of the education imparted to the majority or, at any rate, to a large proportion of pupils may rest assured that if the present receivers do not benefit greatly, an education at any school available is being insured for generations unborn."

The 'Ojha' or Hindu Bania indigenous schools remain as described in Dr. Selby's report. A compromise with regard to the better schools of this class has been arrived at: the Inspector writes:—

"A persistent decrease in attendance in the Municipal schools coupled with an urgent demand for Hindu-Sindhi teaching led Mr. Lawrence, the former Collector, and Mr. Chatfield, the present Collector, to urge the Department effectively to recognise Hindu-Sindhi teaching in the vernacular schools. Hindu-Sindhi is now taught for a part of the day in some of the Municipal schools at Shikárpur but the Ojha schools continue to be popular."

17. In Káthiáwár the number of boys' schools increased from 872 to 965 and the attendance from 55,044 to 66,680 : aided schools rose from 11 with 1,094 pupils to 17 with 1,578 pupils. For 'private' schools the figures show an increase of 37 schools and of 2,126 children : but the figures are unreliable. Girls' schools increased from 95 with 9,137 pupils to 106 with 12,264 pupils. The Inspector writes :—

"There has been a steady and continual increase in the number of girls in girls' schools as well as in boys' schools during the past 15 years, in spite of the disturbing effects of plague and famine. The reason seems to be that the higher classes and the people in towns and large villages consider a knowledge of the three R.'s necessary on the part of their daughters."

18. 'Private' girls' schools are said to number 129 schools with 6,099 pupils. Considering the incidence of plague and famine the general results must be considered creditable.

19. With regard to the housing and equipment of schools I may give some information gathered from the Divisional Inspectors' reports : thus for the Central Division Ráo Bahádur Godbole writes :—

"As regards accommodation, 747 schools have Local Board buildings, some of them being supplemented by hired buildings for supplying additional accommodation, 230 are held in rented houses and the rest in rent-free houses, dharmashalas, temples, etc., as will be seen from the subjoined table.

District.	Local Board buildings.	Rented buildings.	Rent-free, etc.
Poona	87	42	228
Sátára	107	59	284
Sholápur	114	12	163
Nagar	144	27	209
Násik	108	53	187
East Khándesh	149	17	189
West Khándesh	38	20	167
Total ...	747	230	1,427

The problem of cheap school-houses has not yet been satisfactorily solved. One standing difficulty in opening schools for villages is that of getting suitable places to locate them. The houses of the people are old, rickety, incommodious, with generally insufficient light and ventilation and therefore not suited for a school. The only places therefore the villagers can afford to give for a school is a portion of the village chavdi, the dharmashala or a temple. Usually they are allowed to do so. But the Deputy Educational Inspector, Poona, remarks that recently the Táluka Local Board, Haveli, passed a few resolutions for opening schools with a condition that schools should not be located in any of the above places. At Sangvi, about 7 miles from Poona, the people are very anxious to have a school, but the Táluka Local Board would not allow the dharmashala to be used for it, even though the people were willing to use the village temple as a dharmashala. After some correspondence, the proposal for opening the school had to be dropped. It is true that the Táluka Local Board have a right to veto if the villagers offer to use the chavdi or dharmashala where it is built with Local Board funds wholly or partly, but not so in the case of a temple. Again, it has to be seen that villagers are neither so rich nor so united as to raise funds for a school-house, howsoever small. It is not possible for the Educational Department to find money to build a school-house wherever it is necessary. There are many existing schools, where additional accommodation is urgently necessary, but want of funds makes it needful to regulate the admission according to space. If the aim of Government in providing money for extending primary education by opening new schools in small villages is to be attained, the Táluka Local Boards must come forward with greater sympathy to help the Government.

Whenever portions of chavdis or dharmashalas are given for school use, the people do arrange for the accommodation of visitors and travellers elsewhere. Also whenever it is possible to secure a house, suited for a school, at a reasonable rent, it is hired and used for the school in preference to the chavdi or the dharmashala. The Deputy Inspector, Poona, suggests that people in small villages should be helped to build a temporary school-house, which can last about 20 years, by allowing them timber from the neighbouring forest or stones from the quarries and some money help not exceeding Rs. 30.

Some solution of the problem of providing villages with cheap school-houses must be found. I think this difficulty could be solved to some extent, if District Engineers in their conference would suggest a plan of a cheap village school-house, based somewhat upon the plan shown at page 102 of Occasional Reports, No. 6 (Educational Buildings in India). It is

the plan of a village school in Gonda District, which provides accommodation for 40 boys at a cost of Rs. 500. It is after the standard plan designed by the District Engineer."

And Mr. Lory writes of the Northern Division :—

"The number of District Local Board schools with their own buildings rose from 580 to 677, while 575 schools were held in rented buildings, and 535 in rent-free buildings. The villagers are required to provide a rent-free building wherever a new school is given. They generally do so grudgingly and will only promise for a few years, after which they generally demand rent. They particularly grudge a building for a girls' school.

The accommodation in many of the municipal schools is insufficient, and they are frequently unsatisfactory in the matter of light and ventilation. It is generally with great difficulty that the Municipalities can be induced to take any steps to remedy matters; they consider that they have done their duty when they have made inquiries and ascertained that "another building is not available".

In Sind, where the Local Board school buildings are generally of a superior character, 346 schools have their own buildings, 205 are in rented buildings and 142 in rent-free houses.

The question of cheap but fairly substantial school houses has occupied the attention of the Department for many years. If they are too flimsy the sun, wind and rain make their upkeep too costly for the revenues available, while the solid structures advocated by the Public Works Department are so ruinously expensive that we can afford but few of them. I give the results of my own experience for what they are worth. I would test the stability of attendance in a school for 10 years before giving it a building at all (though even then famine sometimes leaves a fine school house stranded!) Then if money is forthcoming, I would put up a house of country burnt brick laid in mud pointed with lime and plastered inside with a roof of what is known as the 'Belgaum pattern' with roughly squared rafters, and windows shuttered but not glazed. For bigger villages I would put up buildings of the same type except that the plinth and up to about $3\frac{1}{2}$ feet the walls should be baked brick and lime so as to stand the greater wear and tear: above that height the bricks can be laid in mud.

For Municipal schools and in towns of 30,000 inhabitants or more I think the present substantial type is the cheapest in the long run for big schools. Attention is invited to the information regarding the school house in the Gonda District to which Ráo Bahádur Godbole alludes. Of course conditions of labour and cost of materials vary, but as far as I know it would be impossible in these parts to put up such a school house for anything like Rs. 500!

20. The equipment of our schools leaves much to be desired and I think that much of what *is* spent is wasted. For instance, it has become the fashion in all big schools to provide benches, generally far too high and without any back rest, because it is thought to add to the dignity of the scholars, which view arises from the fact that to the ruin of their physique scholars in Anglo Vernacular schools have for many years been seated on such benches, I regret to say, even in Government schools. Of course if thoroughly hygienic benches could be supplied in suitable sizes there could be no objection to boys in vernacular schools using them except that even then they *must* sit on the ground to write. I may say, however, that I am firmly convinced that for Indian children used from babyhood to sitting on the floor there is absolutely no objection to their continuing the habit even till they leave the highest standard in the Vernacular school. The money so spent could be much more profitably used in buying and renewing wall charts, maps, pictures, specimens for school museums, books for libraries and so on.

21. As to the teachers who personally administer our schools, the lowest recognised qualification is the passing of the Vernacular Final Examination: of course there are many survivals from the previous state of affairs—some of them quite good teachers—but on the whole there can be no doubt that the 'passed' man is very superior to the unpassed. In Sind passed men are given a trial in Local Board schools and are then selected for the Training College. I have always supported this view in theory and I tried it in the East Khándesh

District but for some unexplained reason it did not work well. Meanwhile the lowering of the age of passing from 17 to 15 has greatly increased the number of candidates for the examination and these numbers have rendered possible the rapid opening of new schools as they set free the older hands to take charge of them. Mr. Lory makes an instructive comment which I thoroughly endorse :—

"The minimum limit of age for admission to the Vernacular Final Examination was lowered in the year 1907 from 17 to 15 with the result that over double the number passed the examination in the year 1911 to that that passed in 1906 (1,064 against 518). I am aware that objections have been raised in some quarters to the encouragement given to this examination, apparently on the ground that we are educating a number of young men without being able to provide employment for them afterwards. But such is clearly not the case. In the first place the Department will be able to employ increased numbers of such men in the future as more and more new schools are opened and as the schools come to be manned with a sufficient number of assistants. And in the next place, as the remarks of the Deputy Educational Inspector, Surat, quoted above, show, it is a fact that there is a growing demand for such men in various industrial undertakings. Personally I regard the greatly increased numbers of those who now pass through the higher standards as a result to be welcomed, and as one which will make more for the spread of education among the non-English speaking classes than a comparatively far greater increase in the lower standards."

With regard to teachers in Vernacular schools generally the Educational Inspector, Central Division, writes :—

"The total number of teachers in Vernacular schools has increased from 4,891 to 5,416; that of male teachers from 4,702 to 5,149 and that of female from 189 to 267. Female teachers are therefore 4·9 per cent. of the whole against 3·9. Among the male teachers, trained Head Masters have increased from 889 to 951, and untrained from 1,267 to 1,905; trained assistants from 632 to 875 and untrained but qualified assistants from 1,162 to 1,835. Assistants who are neither trained nor qualified have decreased from 752 to 583. Among the female teachers, trained Head Mistresses have increased from 55 to 78 and untrained ones have decreased from 18 to 11; trained assistants have increased from 17 to 28, untrained but qualified assistants from 0 to 4 and the untrained and unqualified assistants from 99 to 146. The percentage of trained teachers among men is 35·4 and among women it is 39·7 against 32·3 and 38 respectively of the last quinquennium."

Mr. Lory says of the Northern Division :—

"During the quinquennium, in consequence of the special grants from Government, the average pay of a trained Head Master rose from Rs. 19-12-9 to Rs. 22-9-10 and of a trained Head Mistress from Rs. 19-2-0 to Re. 21-4-0. These figures are for District Local Board schools only. The corresponding figures for Municipal schools were Rs. 24-15-11 to Rs. 28-10-6 for Head Masters and Rs. 21-6-5 to Rs. 25-9-10 for Head Mistresses. The minimum salary of Rs. 9 for an untrained teacher as laid down by Government is uniformly observed.

The number of trained male teachers in District Local Board and Municipal schools rose from 1,203 to 1,535, and of female trained teachers from 147 to 202. Tho total number of male untrained teachers rose from 2,689 to 2,980, and of untrained female teachers from 119 to 121.

On the other hand it is to be noted with satisfaction that the number of teachers who had not passed any qualifying examination declined from 675 to 432, in spite of the great demand for additional teachers in consequence of the many new schools opened. This is to be accounted for partly by the increase in pay to untrained teachers, the minimum for an assistant being raised from Rs. 7 to Rs. 9 and to a greater extent, by the increase in the number of those who passed the Vernacular Final Examination."

Of the Southern Division Mr. Karandikar writes :—

"The teaching staff in Municipal and Local Board Primary boys' schools is as under :—

Year.	Head Masters.		Assistants.			Remarks.
	Trained.	Untrained.	Trained.	Pa sed.	Unpassed.	
1906-07 ...	999	649	442	1,033	361	
1911-12 ...	1,076	952	692	1,132	377	

At the end of 1911-12 there were in all 1,768 trained head masters and assistants in Local Board and Municipal boys' schools against 1,441 of 1906-07. The percentage of Board

schools under trained head masters has fallen from 65 to 53·5 and this is accounted for partly by the rather rapid pace of extension of schools and partly by the loss of trained men owing to sickness and retirement.

It is hoped, however, that in course of time an incremental system of pay will be introduced so that a hard-working, conscientious and successful teacher may, with a growing family, be always above want. The average pay of a trained head master in the Local Board has advanced to Rs. 18-10-7 and in the Municipal Board to Rs. 26-10-9 from Rs. 18-7-7 and Rs. 25-9-11 respectively, and the average pay of a trained assistant in the Local Board has advanced to Rs. 11-0-7 and in the Municipal Board to Rs. 11-6-6 from Rs. 10-1-2 and Rs. 10-5-9, respectively. The code-pay grant for the current year is Rs. 38,000, and some improvement is nearly assured."

The Educational Inspector, Sind, reports :—

"The total number of teachers in Vernacular schools increased from 1,580 to 2,024, that of men from 1,488 to 1,878, and that of women from 92 to 146. Women were, therefore, 7·2 per cent of the whole. Among the men trained head masters increased from 326 to 429 and untrained from 343 to 374 : trained assistants from 225 to 305, and untrained but qualified assistants from 453 to 694. Assistants who were neither trained nor qualified decreased from 141 to 76. Among the women trained head mistresses increased from 27 to 33 and untrained from 13 to 16; trained assistants from 24 to 36, untrained but qualified assistants from nil to 1 and those untrained and unqualified from 28 to 60. The percentage of trained teachers is 39 among the men, and 47·2 among the women."

In Káthiáwár things are not so satisfactory. The Educational Officer says :—

"During the past five years the total number of teachers rose from 2,850 to 3,038. The number of male teachers increased from 2,636 to 2,783 and that of female teachers from 214 to 255. The number of trained Head Masters increased from 623 to 637, that of trained assistants from 147 to 172, that of untrained Head Masters from 236 to 329 and that of untrained but qualified assistants from 0 to 39. The number of untrained and unqualified assistants decreased from 1,630 to 1,606. During the same period the number of trained Head Mistresses decreased from 74 to 71, that of untrained Head Mistresses was stationary, *viz.*, 7, that of trained assistant mistresses increased from 30 to 31, that of untrained but qualified assistants from 0 to 12, and that of untrained and unqualified assistants from 103 to 134.

1,740 of the present number of teachers in primary schools are neither trained nor otherwise qualified. The number of teachers that can be trained in the Training Colleges of the Province is limited by the number of scholarships awarded and these being not sufficiently numerous, it will take a long time before all the schools can have the necessary number of trained teachers. Teachers otherwise qualified can be obtained, but the bulk of the assistant teachers are paid very low salaries of from Rs. 2 to Rs. 7 and few care to qualify themselves. Under the circumstances youths, without any adequate knowledge or experience, have to be engaged as assistants, and it must be said that little educational purpose is served by their employment."

22. On the whole the teachers in British Districts may safely be said to be more numerous, better qualified, and better paid than ever before. I do not myself see that it will ever be necessary to make full provision up to the maxima offered in the Vernacular Masters' Codes as if all could look forward to regular increments whether their work were good, bad or indifferent every incentive to steady conscientious work would be removed. But when it is noted that in my own—the Central—Division I have with the greatest difficulty made provision in each district under the Local Boards for a single place of the highest value of each certificate it will be seen that a good deal more money will have to be found before any such contingency can arise!

23. The 'Rural' schools continue as unpopular as ever though some increase has occurred in the Northern and Southern Divisions and Káthiáwár. As to Sind Mr. Marrs writes :—

"The unpopularity of rural schools is shown by the enormous decrease, *viz.*, from 407 schools with 13,071 pupils to 147 schools with 4,462 pupils. The decrease is all the more significant when it is remembered that new schools are invariably rural schools at first. It seems to have been finally decided that rural standards are unsatisfactory, but in Sind the question of their improvement has not yet been seriously dealt with. My own view is that their unpopularity is not altogether deserved and that it is much easier to bring complaints against them than to suggest effective remedies. Perhaps the best solution is to confine the instruction to reading, writing and arithemetic, but so long as the minimum age for admission is 4, an infant class will be required, and the success of a new curriculum, it would appear, will depend on its enabling boys to join a full primary school and finish the full primary course in the same time as those attending an urban school."

24. As has been often stated I have always found that the rural standards are looked down upon by the village people as not leading to English or at least the Vernacular Final Examination and by the teachers as giving them inferior material to work with. Hence the moment an influential villager wished to have his son educates a petition is sent in for the superior or Balbodh standards and the Táluka Local Board rarely refuses it. Under the new standards things will be much better as it will be possible for the Departmental officers to look to the requirements of the village as a whole and to decide accordingly. Also there is likely to be far less complaint as the standards will be identical in all essentials up to Standard III and a boy will have little difficulty in passing from the 'rural' to the 'full primary school.'

25. Night schools increased in the Central Division from 96 to 101 and the pupils in them from 2,198 to 2,571. Mr. Edwardes, the Police Commissioner of Bombay, has arranged to send 150 Constables several hours a week to the Sobani Free Night School with a view to increasing their efficiency. Mr. Lory writes of these in the Northern Division :—

"The number of these schools was 16 against 14 in 1907, and the number of pupils 641 against 299. Five of these schools are maintained by the Ahmedabad Municipality and are attended by artisans and mill-hands. Their condition is said to be unsatisfactory. They are conducted by teachers from the Municipal ordinary day schools who receive Rs. 5 per mensem for the work.

It is clear that this class of schools languishes. It is not likely to have much success except with the artisans and mill-hands of Ahmedabad and other manufacturing centres. Their poor success is probably as much due to want of zeal on the part of the teachers as on that of the students. If a really good school were started in Ahmedabad and sufficiently advertised among the mill-hands it could, I believe, be made popular. It would probably be an advantage if fees were charged, perhaps a graduated fee according to the wages earned. The Deputy Educational Inspector reports that the students in one of the schools were earning from Rs. 10 to Rs. 30 a month and expressed their willingness to pay a fee of 4 annas per mensem."

In the Southern Division the number of such schools was 3 with 46 pupils in them against the same number with 56 pupils in 1906-07. That at Hubli is good and is well housed and staffed.

In Sind the number of such schools decreased from 38 with 1,013 pupils to 30 with 762 pupils. Mr. Marrs writes :—'The decrease is due to the closing of unsuccessful schools and is not a matter for regret on the whole as only a few of these schools do much real good'.

The number of schools in Káthiáwár has fallen from 5 to 2 with 21 boys. The Educational Officer holds famine and pestilence responsible.

Under the Local Boards such schools exist, I fear, rather with the idea of providing the needy and already weary school master with a few extra rupees than that with any great hope of attendance. I can only recall two Night schools in my own Division which have ever shown any signs of real life, *viz.*, St. John's Night School at Umarkhadi, Bombay, which teaches the full Secondary course and owes its existence to the unflagging zeal and pluck of Miss (Dr.) Bradley who is attached to a mission there, and an Urdu Night School at Malegaon in the Násik District, largely atttended by the weavers of the place. From my fifteen years' experience as an Inspector I fear that there is little future for such schools : as Dr. Selby reported five years ago the only chance is probably 'in large centres of population where men are engaged in mechanical and industrial pursuits'.

26. Some idea of the disturbance and suffering caused by plague may be gathered from the following extracts from the Inspectors' reports :—

Central Division—

"During the year under report, there was recrudescence of plague in all the districts of the Division, to which unfortunately 36 teachers, 914 pupils and 3 servants fell victims. The total loss of life was thus 953. On 31st March, 107 schools with 11,626 pupils enrolled in them were closed on account of plague. In almost all the districts plague was of a irulent type during 1911-12, which resulted in causing a great disturbance in the smooth working of a number of schools."

Southern Division—

"During the year under report plague showed itself in the Districts of Bijápur, Belgaum, Dhárwár and Kolába and in several Native States. It committed great havoc, particularly in the Bijápur District. The total mortality was 81 masters and 3,597 pupils and 6 servants, both in British Districts and in Native States together, against 20 teachers, two clerks and 711 pupils in the previous year. In 1906-07 the mortality was 12 masters, 6 servants and 343 pupils. The peculiarity of this disease during the year under report was that it paid two visits to some villages, and in some villages of the Dhárwár and Belgaum Districts it made its unwelcome stay for as long a time as 8 months.

Mr. Anikhindi commends the masters at Assundi and the Assistant Master at Kittur. The latter, he says, induced more than 1,000 persons to get themselves inoculated against plague. On 31st March 1912, 261 schools in British Districts and Native States remained temporarily closed for plague. The attendance in those schools at the time of closure was 13,212 against 101 schools 8,782 pupils respectively of the last year. The Dhárwár Collector gave praise to masters for encouraging inoculation by precept and example."

Northern Division—

"During the quinquennium 68 teachers and 1,633 pupils died of plague, against 285 and 4,856 in the previous quinquennium. The schools were not much disturbed by plague at the close of the quinquennium. On March 31, 1912, 8 schools with 582 children remained closed on account of plague, against 143 schools with 9,824 on their rolls at the end of the last quinquennium. This fact, it must be remembered, considerably discounts the increase shown in the attendance in all classes of schools."

Sind—

"The following tabular statement gives details of the mortality due to plague:—

	Masters.	Children.	Clerks or Menials.
1907-1908	1	67	.....
1908-1909	1	66	2
1909-1910	3	55	.....
1910-1911	4	42	.....
1911-1912	3	97	1

One school was closed on account of plague in 1907-08. In 1911-12, 3 masters, 97 pupils and one servant died of plague.

The Karáchi District alone was affected."

Káthiáwár—

"Though the total mortality from plague has decreased in the province, still altogether 31 masters, 745 pupils and 3 servants fell victims to it during the past five years."

The number of schools closed on account of plague in 1906-07 was 26, the number of pupils on their rolls being 1581. On 31st March 1912 none of the schools was closed on account of the disease.

The wave of unrest and disaffection which culminated in the murder of Mr. Jackson and the attempted assassination of Colonel Ferris was not likely to leave so large a literate body as the servants of the Department unaffected and in connection with both events several of our employees and some of those of recognised schools were found to have been involved. In one case a Maratha lad at the Training College at Poona was found to have seriously affected the minds and conduct of his fellows. He and his disciples have all been summarily dealt with and the punishment awarded has been published in the Maráthi School Paper and communicated to the other Inspectors. The centres of infection appear to have been mainly in the Central and Southern Divisions. The resolute attitude taken by Government, the disciplinary rules published by them, the suppression of pernicious schools and the wide dissemination of temperate views in the 'Jagad Vritta' have brought it about that our masters among the first have come to see that nothing but anarchy and ruin can result from the propagation of such doctrines and I firmly hope and believe that as far as our own people are concerned this monstrous growth has been once for all suppressed.

CHAPTER VI.

Education of Chiefs and Nobles.

The Rájkumár College at Rájkot is in a very flourishing condition and the record of the quinquennium under review is one of success and steady progress.

The number of Kumárs on the roll at the end of last year was 34. During the year 16 joined—a number which has never been exceeded since the foundation of the College—and on 1st April 1912 the total number was 42.

That the average age of the sixteen admitted was only 9½ years is a very encouraging sign of the growing confidence of the Darbárs in the College training, and it is noteworthy that 11 of the 16 are sons of College Old Boys and further that the number includes not a single Mahomedan.

With regard to the whole College indeed, more than half the boys are sons of former students and there are only 4 Mahomedans in all.

Of the 8 Kumárs withdrawn during the last year, one went to Eton, four left on the score of age, one on account of his father's health, and two to join other schools. The distribution of the College roll last year was as follows :—

Káthiawár States and Tálukas	33
Rewa Kántha Agency	6
Pálanpur Agency	1
Southern Marátha Countries	1
Dhárwár Agency	1

The College was inspected by the Inspectors of Schools of Lucknow and Chota-Nágpur respectively and was well reported on. The report concludes with the remark—

"The discipline of the College appears to be satisfactory and the tone of the whole place particularly good."

It is to be noted that these Inspectors fully endorse the views of Mr. Giles, which he expressed when examining the College earlier in the quinquennium under review, to the effect that the smallness of the numbers is a great disadvantage to the College and militates against its complete success. It is possible that the expansion of the field of recruitment would have a good effect.

A particularly interesting little fact is the continued success throughout the quinquennium of the Carpentry Class. Some of the Kumárs show real aptitude.

Of the Girásia and Tálukdári Schools the Rewákántha Tálukdári Girásia school at Godhra is doing well. In 1907 this school was transferred from Vajiria, was remodelled, and is now under the eye of the Political Agent.

A very successful hostel for Tálukdári boys has been opened at Dhandhuka in the Ahmedabad District and the boys show a keenness for games and a general interest in life not usually displayed by Tálukdár children.

Mr. Strip has shown at Wadhwán what can be done for, and with, these boys. Mr. Tupper has started a hostel for Tálukdári boys at Nadiád in the Kaira District. At Karáchi Mr. Vines continues to make the best of some very unpromising material in the Tálpur Boarding House of the Sind Madressah. Of these descendants of the ancient Mirs of Sind there were 25 at the Madressah at the close of the quinquennium, 3 at the Hyderabad High School, 2 at the Lárkhána Madressah, 2 at the English school at Sukkur and 13 at various village schools.

These boys are of poor mental calibre, apathetic, and subject to the worst of home influences, but the quinquennium shows an improvement in demeanour, general appearance, and interest in games.

CHAPTER VII.

Training of Teachers.

Secondary Teachers.—The record of the quinquennium at the Secondary Teachers' Training College at Bombay is undoubtedly one of great activity, progress, and success, and the main-spring of the secondary educational system is performing its functions to the maximum under somewhat discouraging conditions.

Better days are at hand, however, when the College will have its own hostel and a small playing field and some opportunity for corporate life.

At present the College is housed in a couple of rooms in the Elphinstone High School and the staff and students live where they like, or can, about Bombay. Classes of boys from the High and Middle Schools form the practising school of the College. What the College needs to enable it to fulfil its functions completely is its own building and practising school as well as hostel.

The weakest point of the system may be described as the turning out of enthusiastic reformers impatient of ancient methods who are sent to schools where these modern ideas are regarded as heresies and these innovations viewed with dislike and distrust.

The Principal remarks :—

"Looking to the future, it is very desirable that Head Masters should know more of our work. It often happens that they require from men trained here—especially in English—the observation of conditions which make work on new lines unfruitful or impossible. In general, want of close touch between Head Masters and ourselves is the weakest point of our system. We should also be glad to see more of Inspectors, from whom we would learn the impression created by our old students."

During the quinquennium under review the system of selection of stipendiaries by the College was changed to one of deputation of teachers from various schools by the Director (from January 1911). On this matter the Principal observes :—

"The number of Government teachers deputed remains constant at 29. The early plan of selection by the College was not tried long enough to say whether it would have improved the type of men admitted to the Department. That type is not quite satisfactory; education does not secure its share of the best ability of the country. Of course one year's representatives differ from another's; in 1911 six teachers were refused diplomas, more than in any preceding year."

In addition to the 29 deputed Government teachers 5 candidates are admitted from aided schools.

Besides training successive generations of teachers the College has continued throughout the quinquennium to conduct pedagogic research and to investigate better methods of teaching. Thus experiments have been made and are still being made with reformed methods of teaching English, systems of drill and physical education, geography teaching, etc.

In its endeavour to train and help the secondary teaching "public" of Bombay the College has failed—owing to the indifference and apathy of the said public. Hundreds of teachers—many of them in schools close to the College—could have attended (free and at convenient hours) six different courses in the most important branches of professional knowledge during the last three years of the quinquennium. In spite of full advertisement and cordial invitation the open lectures of the College were completely ignored by the untrained secondary teachers of Bombay.

The Principal writes :—

"The equipment of the College has continued to improve throughout the quinquennium. We have now many different specimens of desks and blackboards and are able to offer advice on the choice of these. The collection of examples of Art for Schools in the Elphinstone Middle School is well representative of what should be bought by Indian schools. The College museum is improving and contains specimens, properly mounted, of all objects suitable for school museums. A beginning has been made with Nature Study.

Arrangements for Cricket and Hockey have been imperfect, but will, it is hoped, be much improved when our own ground and buildings are available. Scientific drilll was introduced by Mr. Wren, and we are at present engaged on experiments with simple drill for the young, such as every school master could conduct, also with simple games without apparatus. A large number of boys are regularly measured and otherwise physically examined, and it is hoped valuable statistics may be gradually accumulated.

Various efforts have been made to interest the students in the life and surroundings of Bombay and to qualify them to conduct school excursions. This term, Major W. G. Liston, I.M.S., has very kindly delivered a course of lectures for us at Parel on 'Diseases, their causes, and preventive measures against them.' Mr. V. N. Bhatkande is also lecturing on Indian Music and instructing the students in it."

The record of the quinquennium at the institution is, as I have said, one of sustained progress and success, but the College will not work with the maximum of effect until a generation of College-trained Head Masters and Deputy Inspectors arises—a generation able to understand and assist the efforts and aspirations of the trained men sent out to the schools.

2.—Primary Teachers.

The quinquennium has been one of great activity, expansion and progress in the Vernacular Training Colleges and revised codes were published, during 1910-11, making first and second year men eligible for a starting salary of 12 and 15 rupees, respectively, raising the maximum pay of a first year man to Rs. 25 and bringing down the period of service required for a qualified untrained teacher to become eligible for a certificate to 15 years. Since the Local Boards find the greatest difficulty in paying the face value of their certificates to newly trained men, especially those of the third year, the output of these last has been strictly limited; and retraining classes, which have served their purpose for the present, have been done away with.

In the Central Division the number of primary training institutions has increased by 2 during the quinquennium under review, there now being 8, 2 of which are Government institutions, 3 aided and 3 unaided.

The Training College for Men, Poona, now in charge of Mr. S. S. Nadkarni is in a satisfactory state and has progressed during the quinquennium, in the first year of which a new block was completed and occupied, in spite of repeated visitations of plague.

205 College students were examined in 1911, of whom 196 passed, and at the close of the year there were 222 pupils in the College. Of the 93 students admitted this year, only 10 are Mahomedans, 1 is a Mahár and 2 are Native Christians.

The retraining class held throughout the quinquennium is now abolished. The "special" class was held for a month and was attended by 2 Assistant Deputy Inspectors and 61 masters from the Local Board, Municipal, Aided and Native States schools. This is the tenth of these classes held at this College.

The institution worked with great success under Ráo Bahádur Kelkar during the first three years of the quinquennium and the excellent work has been continued under Mr. Nadkarni. Like the Poona Training College the Dhulia Training School has suffered fram plague. At the last Certificate Examination 110 students sat and 106 passed. Of the 62 admitted this year, 9 were Mahomedans, 6 of the "backward classes" and 2 of the "depressed classes".

40 masters attended the special class last year as against 35 of the previous year.

During the quinquennium there were changes of Headmaster here also; Mr. Khare becoming a Deputy Educational Inspector and Mr. Apte succeeding him he again being succeeded by Mr. Dange.

The Educational Inspector reports that under Mr. Dange the Training School is maintained in a high state of efficiency.

With regard to both institutions he remarks :—

"They" (the Principal and Head Master) "work with zeal and interest and make their colleagues do the same. The boarding arrangements are satisfactory, the students appearing healthy and cheerful. During the quinquennium under report, to meet the increased cost of living, the stipends had to be first temporarily raised by Re. 1 and, after a time, increased by Re. 1-8-0 in the Training College for Men, Poona, and by as. 8 in the Dhulia Training School. Provision was also made to accommodate 32 additional students in the Training College for Men, Poona, and 50 students in the Training School, Dhulia. Arrangement was made in 1909 to give instruction in music to the students of the Dhulia Training School by the appointment of a Music Teacher."

At the Training College for Women, Poona, there are 104 pupils as against 85 last year and 76 the year before.

Of the 87 students, who sat for the Certificate Examination, 76 passed.

This institution has also suffered on account of plague and had to be closed for 5 months last year.

The Educational Inspector reports :—

"The Training College for Women, Poona, is growing in popularity under the kind and watchful supervision of Miss Bhore and supplying in some measure, the want of trained mistresses.

During the quinquennium under report, provision was made to train 75 additional pupils and a music teacher engaged to give instruction in that subject to the pupils of the Training College and of the Practising School."

During the quinquennium under report, the name of the American Mission Normal Class, Nagar, (the only aided Training School for masters) was changed to Union Training School, Nagar. It is most creditably conducted by the Reverend Alden Clarke.

Besides the two aided Normal Classes (viz., the Zenana Mission Normal Class, Civil Lines, Poona, and the St. Hilda's Normal Class, Panch Howds, Poona,) 3 new Normal Classes have been newly opened for mistresses—the United Free Church Mission Training College for Women, Poona; the St. Monica's Society for the Propagation of Gospel Mission Normal Class, Nagar; and the Zenana Bible and Medical Mission Normal Class, Manmád, the last being registered recently for grant-in-aid.

A new feature of this quinquennium is the Normal Examination for teachers in aided Maráthi Schools, held last year at Bombay, Poona and Nagar under the supervision of the Deputy Educational Inspectors of the respective districts. 45 teachers were examined and 33 passed.

Besides the 9 institutions referred to above, 5 Local Normal Classes were opened in the Poona, Sátára, Nagar, Násik and East Khándesh Districts and maintained from the special grant sanctioned by Government to give the untrained teachers some idea of the new methods of teaching. These have now completed two sessions and special certificates have been awarded to successful candidates. Each of the classes is attended by 7 teachers for a term of 6 months. The experiment is in its infancy and no definite opinion as to its success can yet be given.

In the Northern Division the Premchand Raichand Training College for Men, at Ahmedabad, had on its rolls at the close of the quinquennium 218 students, of whom 46 were untrained teachers drawing the pay of their posts.

The place of the abolished retraining class was taken by a class for untrained teachers, who were put through the 1st year's course and given 1st year certificates when successful. The practice of making College excursions has been instituted and last year 20 third year sudents were taken at Government expense on an excursion to Baroda, Surat, Bombay, Mátherán and the Kárla Caves.

I regard this as an excellent innovation and hope to see it imitated elsewhere, continued and expanded.

Of the 218 students 211 live in the College quarters and mess together at an average cost per head of Rs. 5-8-0 to Rs. 6-7-5 according to the market price of food-stuffs. All boarders pay annas 4 per mensem to the Vishi fund from which Rs. 913 were spent last year. Of this sum the following items are of interest. Medicine, Rs. 28; Lighting, Rs. 117; Newspapers, Rs. 35; Carpets, (for students' rooms) Rs. 196; Dining vessels, Rs. 329; Repairs to furniture, Rs. 131.

In the Mahálaxmi Training College for Women, Ahmedabad, there were at the end of the quinquennium 138 students of whom 66 were Bráhmins, 44 other Hindus, 17 Native Christians, 6 Jains, 4 Mahomedans and 1 Pársi. 90 were in receipt of stipends.

More stipends are required and it is hoped that they will be provided out of the Imperial Durbár Grant. During the quinquennium Miss Chubb was appointed Principal and 6 teachers have been added to the staffs of the Training College, the High School and the Practising School which to some extent share their teaching staffs in common. It is expected that two new members will shortly be added to the High School staff when the whole institution will be fairly well staffed and a standing reproach removed.

The Irish Presbyterian Mission sent a large number of women throughout the first four years of the quinquennium to be trained at the College, but a year ago opened its own Normal Class which now teaches the first and second year subjects. This is a relief to the College and gives more room for the training of women for the District Local Board and Municipal schools.

The Methodist Episcopal Mission at Godhra also prepares women and sends them up for the annual examination of the College.

Out of a special grant voted for the purpose by the Finance Committee of the Legislative Council a local Normal Class, containing 6 students, has been opened in each district, in which untrained teachers are given special instruction in teaching by a master on Rs. 25. The Educational Inspector has little faith in the efficacy and value of these classes, and recommends that when the grant ceases at the end of the year 1913-14 the money may be employed more profitably.

The Agency Educational Officer, Káthiáwár, reports :—

"The Káthiáwár Male Training College at Rájkot had 65 pupils at the end of March 1912 against 63 in 1906-07. Of the present number of pupils 61 are stipendiary and the rest free. There is only one Mahomedan student under training in the College The College is in an efficient condition and since 1906, the year in which it was made a full course College, the number in the third year class has increased and numerous applications for permission to appear at the examination of the third year's course are received every year from old masters, who had not been able to attend the P. R. Training College at Ahmedabad owing to the limited admissions to it from Káthiáwár. The arrangements made in 1906 have enabled the province to have more third year passed masters in its schools than before. But it is a matter of regret that, in the circumstances of Káthiáwár, the face value of their certificates cannot be given to them for years. In the Agency Department, however, their pay is raised to Rs. 15 in as short a time as possible."

"In the Barton Female Training College at Rájkot the number of pupils has increased from 24 to 28. 22 are stipendiary and 6 are free. This College had four Lady Superintendents during the past five years. Miss E. Corkery, who had been in charge of the institution for about 12 years, was transferred to Poona in 1907. She was succeeded by Miss Frances McAfee, who again was transferred to Baroda after about 2 years' service in the College and Miss Pegge was appointed in her place in 1910. This last lady resigned her post in the beginning of the current year and Miss O. E. Strip was appointed to succeed her in March last. It is gratifying to note however that in spite of these changes of Lady Superintendents the College has not in the least suffered in efficiency, and Miss Strip, the present Superintendent, has already achieved a great popularity by her untiring efforts in teaching and in preserving the good discipline of the institution."

"Both the Colleges are maintained by the Native States of Káthiáwár. The numbers in them are limited by the amount of stipends given."

"The College for Men receives Rs. 381 and the College for Women Rs. 145 per mensem as stipends. The rates of these stipends are Rs. 7, 6, 6 and Rs. 8, 7, 6 for the third, second and first year's students respectively in the two Colleges."

"The old building of the Male Training College has been pulled down and a new house is to be erected for it at a cost of about Rs. 30,000 and the College named after Colonel J. M. Hunter, late Agent to the Governor in Káthiáwár."

"The Code of the Barton Female Training College was very old and required revising. A draft revised Code for the institution has been lately submitted for the approval of the Agent to the Governor in Káthiáwár."

In Sind, which has special difficulties of its own, the revised Codes for the Vernacular Training Colleges, published during the quinquennium, make 1st and 2nd year men eligible for starting salaries of Rs. 15 and Rs. 20 respectively, raise the maximum pay of a first year man to Rs. 30 and bring down the period of service required for a qualified untrained teacher to become eligible for a certificate to 15 years. In the Hyderabad Training College for Men the number of students increased from 154 to 187. "In 1912 a special class attended by 28 teachers was opened for giving five months' training to untrained teachers in Local Board schools. The College continued to be very popular. Selection for admission was made not by examination as in the past, but after observation of men who had been working in schools for one or two years. The number of men who desired to take up teaching seriously as a profession and entered the College exceeded the demand. On the 31st March 1912 Rao Bahadur Tarachand retired from the Principalship of the College, which he had held for 12 years. The tone and discipline of the College during his regime were good. The Department has lost in him a wise and trustworthy Principal."

Throughout the quinquennium the work of the College has given complete satisfaction to the various inspecting officers who have visited it.

The Training College for Women drags on, and in spite of the good and unceasing work of Mrs. Miles has increased in numbers to only 14 from 5. Teaching is considered no fit and proper pursuit for respectable women in Sind, and it will be many a long year before this point of view changes.

The Educational Inspector writes:—

"In order to increase the popularity of the Practising School and induce girls to stay longer a little English was taught in 1910-11 and 22 girls took advantage of this innovation. The difficulty of securing trained teachers for Local Board schools is one of the chief obstacles in the way of female education and is receiving the most careful attention."

"Even of the few trained, some refuse to accept appointments outside Hyderabad. It is hoped that the money available from the 6½ lakhs, given by the Government of India, will make it possible to secure more students."

The Karáchi Municipality has a Normal Class for Female Teachers which had 13 students in 1906-07 and only 9 in 1911-12. The class is reported as being "not very successful" and as suffering from want of skilled supervision.

In the Southern Division the two Training Colleges at Dhárwár (for Men and Women respectively) passed through a quinquennium of progress and expansion. The numbers in the Training College for Men increased from 217 in 1906-07 to 278 in 1911-12.

Of the 278 now under training 185 are Bráhmins, 2 Jains, 46 Lingáyats, 19 othr Hindus, 23 Mahomedans and 3 Native Christians. The Educational Inspector writes:—

"For the Entrance Examination this year there appeared 15 Mahomedan candidates against 12 of last year of whom 10 were admitted against the same number of the year previous. The remainder, having failed badly in Urdu, were rejected. Every facility is given to Urdu candidates, and Mr. Joshi says, 'They are classed in a separate list, and a lower standard of test is applied to them as regards their admission to the College. In deserving cases even boys who are over-age for admission according to the Training College Code are admitted with the special sanction of the Director of Public Instruct on.'"

The College welcomes low-caste students if they would come. It sent out a Mahár with a third class certificate in 1911-12. A Konchi-Kárwár boy is offered free food and lodging with a view to training him to become a teacher. There are also a few boys of the Haran-Shikári class, an unreclaimed tribe of the Bijápur District, in the Practising School entertained with the same object.

During the quinquennium the College undertook an excursion to Allahabad at the time of the Exhibition.

The numbers in the Training College for women remain fairly stationary, there having been 23 at the beginning of the quinquennium and 23 at the end of it with a rise to 24 in 1910-11. As in Sind, there is great difficulty in recruiting suitable women as students. The Lady Superintendent writes :—

"In my report last year I have drawn attention to the very poor quality of the previous education of the students who had appeared for the Entrance Examination in 1910 and whom we had been obliged to admit to the 1st year's class for want of any better, although many of them fell far below the standard of admission. The results of the 1st year's examination (4 passing out of 14) therefore are not a matter of surprise."

Miss Newland, the Lady Principal, has passed the Higher Standard in Kánarese and selects extracts from suitable pedagogic works and supervises their translation into Kánarese. She has founded a local Teachers' Association and is successfully coping with difficult and discouraging conditions of work.

The Educational Inspector, Southern Division, reports :—

"During the quinquennium a special grant was made to supplement the work of the Training Colleges (please see Government Resolution, Educational Department, No. 120 of 24th January 1911) and to give the raw young men that had to be employed or rather pressed into service an insight into the work of teaching before putting them in charge of schools or classes. With this money 13 Normal Classes were started, 2 ordinary Normal Classes in each district and 1 Urdu Normal Class at Hubli, which has a large Mahomedan population and a good Urdu school. Each class was given a special teacher on Rs. 25, and the head master of the school to which it was attached was given an allowance of Rs. 5 for supervision. Each class had two Scholarships and the Urdu class had 8 Scholarships for the special benefit of Mahomedans.

Vernacular Final men willing to serve as masters immediately after the completion of the short course at the class were admitted, but the condition of the Vernacular Final Examination was relaxed in the case of backward Hindus and Mahomedans. 182 candidates were so admitted and at the examination held in November 154 including 10 Mahomedans passed out of 176 including 11 Mahomedans examined. All the passed men were employed and most of them are reported to have given satisfaction. Mr. Nayampalli speaks of their work as under :—

'Schools under Normal Class men showed better work than those under pure vernacular men.' The Urdu class and the above-ghát class in Kánara have not been very successful The number of these men in the 13 classes was 190 on 31st March 1912."

CHAPTER VIII.

Professional and Technical Education.

1. The Government Law School in Bombay is now entirely self-supporting, the receipts of the last year of the quinquennium being Rs. 39,767 as against an expenditure of Rs. 26,144. This is due to an increase in the number of students attending the College (68 in 1911-12), there now being 458 students on the rolls. Although the Law School is flourishing financially and numerically, and although its success at the Law Examinations is good, I am not of opinion that it is a Law School of which the Bombay Presidency can boast as, in spite of the efforts of the Principal and staff, it is of necessity an institution for the production of graduates in Law rather than for the production of lawyers. So long as the students live how and where they can, the lectures are given in the evening by tired lecturers to tired students, the whole course of studies is not covered by the lectures, and the stipends of the lecturers are not such as to attract the best lawers, I do not think that there is much hope of the Bombay Law School producing a large band of distinguished lawyers. As Dr. Selby wrote at the end of the last quinquennium :—

"We produce many graduates in Law but, I fear, few real lawyers. Those qualified to judge tell me that what distinguishes the pleaders in Courts is an utter want of grasp of the principles of law. It must be confessed that men do not make the most of the present system, but it must be confessed equally that the system does not afford them the opportunity of becoming scientific and philosophic lawyers."

2. The Grant Medical College was, in the last year of the quinquennium placed under the sole control of the Surgeon-General and I presume that there is no reason why any account of it should in future appear in the reports of the Director of Public Instruction.

3. The chief features of its history during the past five years are the discontinuance of admission of candidates into the College to the courses of study for the L.M. & S. degree, consequent on the abolition of the L.M. & S. degree Examination after the year 1915; the abolition of the chair in Botany; the institution of the chairs in Biology and Physics; the institution of five lectureships (in Dentistry, Diseases of the Ear, Nose, and Throat, Anæsthetics, Electro-Therapeutics and Skin Diseases); the institution of the B.Hy. Degree; the transfer of the minor chair in Medical Jurisprudence from the Professor of Chemistry to the Police Surgeon and Surgeon to the Coroner; the erection of a refrigerating plant for the preservation of dead bodies of the Anatomical Department; the opening of the College Hostel to accommodate some 240 students; and the entrusting of the control of the College entirely to the Surgeon-General. There are at present 496 Civil and 35 Military students on the rolls, of whom, it is noteworthy that 309 are Hindus, and 122 Parsis as against 47 Europeans, 34 Christians, 11 Mahomedans and 8 Jews. The Principal, Lieutenant-Colonel C. H. L. Meyer, M. D., I. M. S., in the course of his annual report, remarks :—

"Two of our oldest colleagues on the College staff, *viz.*, Lieutenant-Colonels H. P. Dimmock and W. H. Quicke, I. M. S., retired from the service during the year. Their long association with the College, their mastery of the subjects they taught and the keen interest they took in the development of the College will ever be remembered, and we hope they will live long to enjoy their well-earned rest.

The Hostel has become increasingly popular during the year and is now fully occupied. A nice garden has been laid out in the quadrangle by Majors Evans and Tuke, and the latter proposes to plant some trees along the roads leading to the Hostel. The resident students in the Hostel frequently complain of the smoke from the chimneys of Messrs. Richardson and Crudass' adjoining iron-works and the smoke also proves a nuisance in the Pathological, Anatomical and Physiological Buildings. I am strongly protesting against a proposal from the Municipal Commissioner to move the public latrine now in Dick's Tank plot to the North-West corner of the College compound close to the Hostel where it would undoubtedly prove a nuisance to the students.

The new building for the Physiological and Hygiene Schools is progressing well and will probably be completed and in use in November next.

There is a great need for new Bacteriological and Biological Laboratories. The work of these departments is now carried out in the old Chronic Ward buildings. The Senior Medical Officer of the J. J. Hospital may shortly have to apply the Old Chronic Ward to its original purpose and it will then be very difficult to provide other suitable accommodation for Bacteriology and Biology.

There are no indications as yet that the Chemical Analyser is going to move out of the College. I do not see what right he has to be in the building at all. The rooms he occupies are urgently needed by the College for Museum and other purposes. Moreover, the explosives and chemicals he keeps and the work he does with them are a constant source of danger from fire to the College building with its valuable books and specimens.

The general conduct of the Civil Students and Military Medical Pupils was good. I have to report with regret that it was found necessary to rusticate a student for some months for using bad language to a Nurse in the Hospital.

On Their departure from Bombay Their Imperial and Royal Majesties the King-Emperor and the Queen-Empress were pleased to present photographs of themselves to the Grant Medical College as a souvenir of Their visit to Bombay. These have been handsomely framed and occupy a prominent position in the College."

4. The Byramjee Jeejeebhoy Medical School, Poona, has passed through a very successful quinquennium and has 124 pupils on the rolls as against 123 of five years ago.

5. At the Hyderabad Medical School there are 54 pupils and at the Byramjee Jeejeebhoy Medical School, Ahmedabad, 140. These schools provide the supply of Hospital Assistants and do useful work under somewhat difficult conditions, the equipment, materials and facilities for practical study being insufficient.

6. The Bombay Veterinary College has had a successful quinquennium but had 94 students on the rolls at the beginning of the last year as against 80 at present. This decrease in numbers is due to the elimination of unsuitable students, more stringent selection of candidates, the unusually large number of students passed out of the College in December and there being no suitable candidates for certain scholarships.

The College casts its net widely and of the 34 students admitted last year 4 came from Mysore, 4 from Travancore, 3 from the Central Provinces, 1 from Indore, 1 from the United Provinces and 21 from various parts of the Bombay Presidency. Twenty were Brahmins, 9 other Hindus, 2 Europeans and Eurasians, 2 Mahomedans and 1 Rajput.

In the course of his last annual report the Principal remarks :—

"*Clinical Instruction of Students.*—This was carried out as usual in the Bai Sakerbai Hospital for Animals. During the year 2,574 in-patients and 2,866 out-patients were treated—a total of 5,440 patients. Of these, 869 were equines, 3,449 bovines, 1,122 others. The average daily attendance was 22. The numbers of patients afford ample opportunities for clinical instruction.

Employment of Graduates.—The demand for Graduates of this College has continued but owing to the large numbers of students who graduated and the sanctioned scheme for the yearly increase in the cadre of the Bombay Civil Veterinary Department having been held over by Government it has been difficult to find immediate employment for all. Of the 25 students who graduated 9 are still seeking employment, but it is hoped before long to find situations for these men. Enquiries have been received from the Directors of Agriculture of Central Provinces and United Provinces as to the possibility of supplying highly trained men for appointments of a superior nature and it is probable that in the future better openings for such men will be available for Graduates of this College.

General Remarks.—The Examination Committee remark in their report of the Examinations of December last that "The students were better taught, but there is still need for further improvement in practical knowledge." The scheme for reorganisation and strengthening the College staff was sanctioned and brought into force at the close of the official year, and it is hoped that this together with the Revised Rules, when sanctioned, will enable the standard of efficiency to be raised considerably and permit to some extent of the improvement in the education of the students which the Examination Committee deem desirable. For full efficiency and further improvement in practical knowledge of the contagious diseases the erection of the Contagious Disease Hospital and other sanctioned buildings is essential."

During the quinquennium under report the control of the College has been transferred to the Agricultural Department and it is now under the Director of

Agriculture. As in the case of the Grant Medical College I presume that no report from this Department will be needed in future.

7. Before reporting upon the Schools and Colleges devoted to Artistic, Technical and Industrial Education an account may be given of the mode in which the bulk of the grant of Rs. 2,35,500 for the development of such education during 1911-12 has been allotted.

The largest sum Rs. 39,082 was the amount given in grants-in-aid to industrial, technical and weaving schools.

To the Victoria Jubilee Technical Institute, Bombay, the sum of Rs. 34,500 was allotted while the Sir J. J. School of Art, Bombay, received Rs. 20,257.

The College of Engineering received Rs. 8,280; the American Maráthi Mission Weaving School, Ahmednagar, Rs. 6,000; the School of Industry, Ratnágiri, Rs. 2,440; and the Manual Training Class, Sardars' High School, Belgaum, Rs. 1,273. On inspection of industrial, technical and weaving schools the sum of Rs. 2,278 was expended and Rs. 1,334 in building and furniture grants. Rs. 1,000 were devoted to the purpose of demonstrating improved hand-looms.

8. The quinquennium under review has been one of great expansion in technical and industrial education, but much remains to be done in increasing the efficiency of existing institutions as well as in the way of further expansion.

In the course of an interesting and valuable monograph on Technical and Industrial Education, Professor Macmillan expresses the following opinion upon the present condition of affairs:—

"CONDITION OF TECHNICAL AND INDUSTRIAL EDUCATION IN THE BOMBAY PRESIDENCY.

(*a*) *Technical Schools.*

The four technical schools maintain a high standard of internal efficiency and afford evidence of healthy progressiveness. Whether the products of these schools are in accordance with the industrial needs of the Presidency is a question which, I hope, will be answered by the Committee on Technical Education recently appointed by Government. I shall therefore reserve my opinion on this matter.

The following remarks apply more particularly to—

(*b*) *Industrial Schools and Manual Training Classes.*

During the past three years I have inspected most of the Technical and Industrial Schools in the Presidency. At a very early stage of my duties, I was convinced of the unsatisfactory state of this kind of education considered as a whole. The following are some of the causes to which this unsatisfactory condition may be attributed:—

(1) Lack of co-ordination of Technical and Industrial Education throughout the Presidency. Managing bodies and Superintendents of schools are left to themselves as regards organisation and management, except in so far as they follow whatever advice they may have received from the Inspector of Technical Education during his annual visit. In some cases creditable efforts are made to meet the needs of the locality in respect of this kind of education. In other cases managing bodies or Superintendents, though perhaps energetic enough, have failed to produce results in accordance with the object of such schools, *viz.*, to give boys a training that will be of practical value in preparing them for industrial life. In many instances, however, teachers have no further aim than obtaining good inspection reports.

(2) The teaching is usually conducted in a dogmatic manner, without method and without interest. In other words the teachers have no clear idea of their functions as teachers and are in consequence uninspiring.

(3) The majority of boys who enter an Industrial school do so without any definite object in view, and in this state of mind they drift aimlessly through their school course. Their goal during this time is in most cases no higher than that of passing an examination. They—and probably also their parents and guardians—make no effort to form a plan of life, to choose a trade and keep that end in view.

(4) There are a number of schools which do excellent work, but which cannot be said to have obtained real success, for this reason, *viz.*, that the majority of these pupils on leaving school either would not or could not follow up the trade or occupation for which

they had some kind of preparation at school. I have tried to obtain statistics to show the extent to which this state of matters exists. Only a very few schools were able to comply with my request for returns, but these show that a very small proportion of the total pupils who has passed through the schools obtain suitable employment subsequently.

(5) The attitude of local authorities towards Industrial Education has in the past been often one of apathy. In many cases, local authorities are interested enough, but are apt to rely on their own knowledge of the subject or on that of incompetent advisers. In Local Board schools, teaching appointments are filled up without consulting the opinion of the Director of Public Instruction or the Inspector of Technical Education, even as a matter of courtesy. In a certain district the Industrial school is managed by a body of illiterate merchants. The Executive Engineer, though the greatest employer of labour in the district, and the only man competent to judge of the requirements of local industrial education, was not a member of the Board, though most willing to serve in that capacity.

(6) The personal relations between the Superintendent and his managing board, and the various authorities and employers of labour in the locality, have a very strong bearing on the question of employment of Industrial school pupils subsequent to their leaving school. In some of my annual reports I have pointed out cases where on the one hand the undoubted success of a school in this respect was chiefly due to the cordial relations existing between the Superintendent and the Local Authorities and Officials, and on the other hand, friction between the Superintendent and the Municipal Authorities effectually hampered the efforts of the Superintendent in securing appointments for his pupils in the Municipal Public Works Department. In the latter case the most of the blame was certainly to be laid at the door of the Municipality. The efforts of the Superintendent were depreciated by certain officials because, though of the same caste as themselves, his status was beneath recognition. Though this is an extreme case, the same kind of thing occurs in many places, in varying degrees.

The remedies which I would propose in alleviation of the above defects are as follows:—

(1) A full-time officer should be appointed by Government to control the interests of Technical and Industrial Education throughout the Presidency. This opinion I have urged in my annual Reports, during the past three years, and I have reason to believe that the Honourable Mr. Sharp is in favour of my proposition and has represented the matter to Government for consideration.

In opposition to this view, a Committee of the Governing Board of the V. J. Technical Institute, Bombay, has put forward a proposal that the charge of Technical and Industrial Education should be placed in the hands of the staff of that Institute, claiming that only by this means can proper co-ordination and organisation of the various Technical and Industrial schools be effected. My experience as Inspector of Technical and Industrial Schools during the past three years compels me to depricate most emphatically this proposal. The care of this kind of education, which is assuming increasing importance every year, cannot be adequately undertaken by the staff of a Technical College. Their duties in connection with their own institution, if they are to continue to be efficiently performed, are of too onerous a character to permit of the devotion of the large amount of time and labour necessary for the promotion of an effectively organised system of Technical and Industrial Education throughout the Presidency. The meagre time at their disposal—vacations—would never suffice to carry out the work in the manner which the importance of the matter demands.

(2) All teachers of Technical and Industrial subjects should, in addition to having undergone a course of training at a recognised college or school, be required to take a special course in "Methods of teaching". Such a course might be easily instituted at the principal Technical Colleges and Schools, and might be taken along with or subsequent to the ordinary course. A class of this description has been in operation during the past four years at the College of Engineering, Poona. This Normal class was instituted by Government for a period of five years, as an experiment. The pupils for this course are selected from among the successful pupils of the 3rd year Mechanical and Electrical Classes, six being admitted annually to the class. The normal class is a one-year course, during which the pupils are engaged in teaching carpentry, smithwork, turning, and fitting to the various classes in the workshop. In addition to this they are appointed various responsible duties in connection with the running of the workshop. At the end of the course, on passing the necessary examinations, they are required to work as apprentice engineers for one year in large recognised workshops.

Of those who have passed out since the inception of the class, several have passed the 2nd Class Engineer's Examination under the Bombay Boiler Act. Very few have obtained appointments as teachers in Industrial Schools on account of the paucity of vacancies. The rest are all employed in various Engineering Works, two or three being positions of responsibility with good prospects. On the whole the class has been a distinct success. Those who are at present gaining experience as engineers in Workshops and Factories would in a few years be very desirable candidates indeed for posts as

Superintendents of Industrial Schools. The longer they remain in practical work the better teachers will they eventually become. This view is carefully enjoined on every pupil on his having obtained the certificate granted in connection with the course.

(3) There should be some kind of selection in admitting pupils to Industrial Schools. This is rather a difficult thing to do under the present system. One way of getting over the difficulty is to select apt pupils in Manual Training Classes attached to schools and advise them to proceed to a Technical or Industrial school with a view to preparing for industrial life, and if necessary to provide them with scholarships to attain this end. This is being tried in the case of the High School, Pandharpur. (See my Annual Report on Industrial Schools, 1909-10.)

(4) Means might be found to enlist the sympathies of Local authorities, Land-owners and Employers of labour, in the interests of Industrial education. A great deal could be done in the way of personal dealing by the full-time officer in charge of Technical education, if appointed, as proposed above in paragraph 4 (1). The office of this officer might very well include in its establishment a Labour Bureau for pupils of Technical Schools.

(5) No teacher in any Technical or Industrial school should be appointed without the approval of the Director of Public Instruction who would be advised by the officer in charge of Technical Education.

(6) The pay of Industrial School teachers should be raised and the status of Superintendents improved."

9. In view of the expansion of technical and industrial education during the past five years, and of the vast importance of the continued expansion of that type of education that aims at educating pupils without diverting them from the practical to the literary classes, the Honourable Mr. W. H. Sharp has proposed to Government the appointment of a Deputy Director of Public Instruction who shall have charge of Technical and Industrial Education, be the final authority on such matters in the Department, and relieve him of this branch of his excessive burden of work.

10. On the important subject of weaving, the Inspector of Weaving Schools observes :—

"Since I began the inspection of weaving classes, fair progress has been made in some of the schools in which weaving is taught. There are ten small industrial schools in which instruction is given in textile work. There is no common curriculum for the schools. Each one has its own course of work, this makes it rather difficult to observe the progress made from time to time. If a common course of work was arranged for all the schools it would be the means of creating a keen competition to obtain the best practical results especially if prizes were offered for work done.

Some of the schools are in localities in which there is very little weaving, whereas in some of the chief hand-loom weaving centres weaving is not taught in the local industrial schools. This arrangement is one cause of the training not being as effective as it would otherwise be. From an educational and commercial point of view, this method is not good for the expansion of the cotton trade of this country because the boys only obtain a training equal to that of the bazar weaver, even assuming that the best of the local weavers are engaged to give instruction. Such instruction to the rising generation of hand-loom weavers, whose depressed condition is mostly due to the low level of primitive methods, will not be the means of raising the standard of work to enable them to compete with the weavers of other countries. Such teaching is without interest and of no real advantage. There will never be any natural indigenous demand for them until there is a higher standard of instruction given. In one small school several members of the committee are against any improvement being introduced. Two years ago I sent a fly shuttle motion, and mostly owing to the opposition of these members the loom had to be sent back. The same loom was to sent to another school and it gave every satisfaction. I have pointed this out to show that members of the committee, by their apathetic attitude, keep back improved methods of working. At the same time the school had three instructors, not one of the three knew how to work the simple motion, yet the motion was introduced in other countries 150 years ago for giving an increased production of cloth in a given time. Such instructors will never be the means of developing the mental powers of the boys on modern lines and creating a natural demand for indigenous industrial schools.

In craft and technical schools the training appertaining to the trade should be of a higher standard than that of the ordinary workshop. Most of the instructors have had no training in the principles of weaving; they give no lessons and their practical work is simply done by rule of thumb.

No industrial school can be expected to be self-supporting for the chief reason that the boys are learning what they make will rarely be fit for sale, the product will barely sell for the

cost of the raw materials. The boys only work at one process for a short time, they then go on with work rather more difficult. We cannot expect the productiveness and quality to be of the same efficiency as made by men of experience. It is only during the final year that we may expect the boys to make fairly good work. Under the present conditions business is mixed up with education to make the school pay, which is wrong in principle in relation to industrial and technical education. To remove this defect the Government should give each school at the commencement a grant for equipment and initial expenses, and an annual recurring grant sufficient to pay the salaries of the teachers and any other expense should be paid by the Local Board.

At one centre there is a separate workshop in which work is found for passed pupils who cannot get work in the district. This might be followed by other centres to their advantage because if the passed boys do not follow up the trade it is time and money wasted. A small workshop of this kind should be the means of devoloping the practical and commercial side of the trade. It will certainly give a past pupil a chance of gaining practical experience, which cannot be gained to the same extent in the school because he attends there for the purpose of learning the art of the handicraft. A small weaving school should be established at each important hand-loom weaving centre. The Government to provide money for the working and let the Municipality or Local Board provide the building. The teachers and mistries to be appointed from the hand-loom weaving class held at the Victoria Jubileee Technical Institute, Bombay.

Owing to the great prejudice which does exist in this country against improved methods of working, the Government may have to give a stipend of about Rs. 3 to Rs. 5 as an inducement to get them to attend regularly. After the final year of work the most promising boys should be given scholarships to study free in the higher class of hand-loom weaving held at the Technical Institute, Bombay. Some of the passed pupils may be employed as teachers and instructors in the small weaving schools. Others can be used for giving practical demonstration on improved methods in different parts of the Presidency. In this way the primitive weaver will see improved motions in practice, instead of hearing them explained which should be more effective.

A competition should be started and prizes given for the best practical results in the small schools. The competition being for the boys of the final year in the schools.

Magic Lantern lectures should be arranged and given to the weavers in the different owns illustrating the improvements which have been put in use in other weaving countries.

Such lessons will help to convince the weavers that the methods in vogue in this country are much behind times.

There are only two Technical schools, one in Bombay and the other at Ahmedabad. The latter has only been in existence a little over two years, so that first batch of students has not been turned out, yet. Therefore we shall have to wait until the students get through the final examination before we can estimate the standard of work. Up to the present time the examinations have been carried out by the staff, which is rather a disadvantage to any institute during the initial years of working. An outside examiner should certainly examine the final year students for reasons which are obvious to any practical man.

The Textile Department at the Victoria Jubilee Technical Institute, Bombay, is making good progress. The final year students 1911 have all got work in the mills of Bombay or in other parts of India. At the City and Guilds of London Institute Examinations the percentage of passes has been far better than those of any institute in Lancashire. One student gained the Bronze Medal at the second year's spinning examination. The Spinning plant is complete for making Indian yarn and the Weaving plant in short time will be complete for making any kind of Indian cloth."

11. The total number of Industrial and Technical Schools in the Central Division has during the quinquennium under report risen from 22 to 25 while the attendance has fallen from 2,096 to 1,886. Of the 25 "schools" 9 are independent while the remainder are classes attached to schools. The Department aids a Lace School at Nagar, a Salvation Army's Girls' Industrial School at Sátára, a Zenana Bible and Medical Mission Embroidery Class at Manmád, Carpentry and Tailoring Classes of the Depressed Classes Mission and an Apprentices' Home at Bombay.

12. In the Southern Division there are 23 Manual Training Classes attached to Local Board Schools. The Educational Inspector thinks they are in need of accommodation, equipment and professional supervision and direction.

13. The seven industrial schools of the Northern Division have done exceedingly well during the quinquennium and are well spoken of both by

the Inspector of Technical and Industrial Education and by the Educational Inspector.

14. The Educational Inspector's Report is:—

"The F. S. Parekh Technical Institute, Surat, received an excellent report. Training is given in carpentry and wood carving, fitting, smithing, metal turning, and moulding.

"R. C. Technical Institute, Ahmedabad.—Instruction is given in mechanical engineering, spinning and weaving. Mr. Macmillan gave the school an excellent report.

"M. E. Mission Industrial School, Nadiád.—Besides instruction in weaving, boys are trained in carpentry, smithing, fitting and the management of machinery, including electrical machinery.

"I. P. Mission Industrial School, Borsad.—Useful instruction is given in weaving, carpentry and smithing.

"Mahajan Home Industrial School, Surat.—This is a charitable institution attended by orphans belonging to the Kaliparaj community; the girls are taught embroidery and the boys carpet-making. The instruction given is thoroughly practical and the crafts taught are worked at by the inmates after leaving the institution."

15. Industrial and Technical Education does not flourish in Sind. The number of schools giving this type of education decreased from 12 to 8 and that of pupils increased from 255 to 287. The four schools, or rather classes, closed did not justify their existence. The Educational Inspector remarks:—

"In addition to these schools there existed Engineering classes attached to the Nava Vidyalaya High School and the Navalrai Hiranand Academy, Hyderabad (the latter was closed in 1907-08 and re-opened in 1908-09) and the D. J. Sind College. The total number of pupils increased from 38 to 41, the increase in the case of the Sind College being from 16 to 22. The classes at Hyderabad were removed from the registered list from 1st April 1912, owing to certain new rules issued by the Public Works Department regarding the recruiting of temporary men who were supplied from these classes. The Sind College class gives a higher type of training and can provide the Public Works Department with suitable subordinates in sufficient numbers.

Some of the technical schools are little more than carpentry classes. The most successful school is the Victoria Jubilee Technical School, Sukkur, with 63 pupils. Carpentry, iron work, turnery, lacquered work and weaving were taught. Furniture was supplied to the public. The school was well reported on, but in spite of its efficiency there was some difficulty in obtaining employment for past students. The next in importance was the Technical School at Jacobabad which was less efficient. Students who passed from it appeared to find difficulty in obtaining employment. I share the doubt expressed by Mr. Hesketh in last year's report whether these schools were producing any effect in developing and improving the industries of Sind. Moreover, for artisans' work to meet a local demand in places like the Upper Sind Frontier District, the ordinary carpenter is probably not the cause of any profound dissatisfaction and, even granted that the product of the Technical School can manufacture more finished articles, they are not likely to command a higher price. One cannot help feeling that whereas Technical Education might be the solution of several problems, the Technical Schools that exist, at least in Sind, we could do very well without."

16. The College of Engineering, Poona, has passed through a quinquennium of considerable change and activity. The chief features of the period are the transfer of the classes in Agriculture to the new Agricultural College in 1907-08; the opening of a Technical Normal Class for Workshop students in 1909; the discontinuance in 1911 of the B.Sc. degree course; and the change of the name of the institution from "College of Science" to "College of Engineering"; the taking of the degree of B.E. (Civil) by students, for the first time, in 1911; the opening of the new Hostel for 76 students in 1907; the completion of the new Chemical and Geological Laboratories and Museum and a new wing of the main building, including a lecture-hall for Physics in 1908; the completion of a new Hostel for apprentice-students in 1910; extensions of the Workshops in 1908 and 1911; the commencement of the new Engineering Laboratory in 1912; the appointment of a Professor of Mechanical Engineering in 1908 and of an Assistant Professor of the same subject in 1909; and the appointment of separate Professors of Chemistry and Geology.

In 1911 Lieut.-Colonel Scudamore, R. E., after 8 years' occupation of the post of Principal reverted to the Public Works Department and was succeeded by Dr. H. N. Allen.

At the close of the quinquennium under report there were 245 students on the rolls, of whom 148 were in the Engineering Classes of the University Branch and 97 in the (Apprentice) Mechanical and Electrical Branches in the Workshop and Sub-Overseer Class.

The students of the University Branch did well at the examinations throughout the quinquennium, and in 1911, 16 passed the L. C. E. examination, 8 the B. E., 27 the S. E., 43 the F. E., and 1 the B. Sc.

Of the 97 abovementioned students of the Apprentice Branch it is noteworthy that there are 90 Hindus, 3 Europeans and Eurasians, 2 Parsis, 1 Jew and 1 Mahomedan.

In the last Final Examination of the Mechanical Branch 17 passed out of 18, 4 appeared for and passed the Examination of the Electrical Branch and 22 out of 30 passed the final examination of Sub-Overseers. The first three were given appointments as Sub-Overseers, 2nd Grade, in the Public Works Department.

Geological tours were undertaken during the quinquennium, that of 1911 being through Baroda and Reva Kantha.

Engineering tours were also undertaken for the purpose of showing B. E. and L. C. E. students various irrigation works, tanks, drainage and sewage works, etc., as well as the Tata works at Lanoli.

The construction of the Engineering Laboratory continues and when built and equipped it will be the finest of its kind in India.

17. At the Victoria Jubilee Technical Institute, Bombay, the Board at the close of the preceding quinquennium had undertaken extensive schemes for the development of the Institute involving a non-recurring expenditure of over two lakhs of rupees and additional recurring expenditure of over Rs. 25,000.

Towards the non-recurring expenditure Government contributed one lakh, Rs. 15,600 were found by the mill-owners and the rest by the Board. In this way quarters for 200 students have been provided, of which an average of 140 students have made use. A central electric power station has been built and supplies power to all departments for driving machinery: in addition to this, extensions have been carried out in the Mechanical Engineering workshops, the Electrical and Chemical Laboratories and the Textile school in which a department for the training of students in chemistry applied to arts and manufactures generally had been a great desideratum. These large additions and extensions have necessitated an increase in the staff to assist the heads of departments in carrying out the work and towards these additional recurring charges Government have given a special recurring grant of Rs. 15,000 per annum. A motor mechanics section has been added by means of which 146 young men have been enabled to find remunerative employment: the applications for admissions to this section exceed the accommodation.

A handloom weaving section has been opened towards which Government contributes Rs. 2,000 per annum.

The Honorary Secretary writes:—

"While attention was paid to the improvements of the buildings, machinery and teaching capacity, the courses of instruction, the standard of admissions and examinations and other collateral matters were not neglected. In fact the attainment of a higher standard of efficiency in all extended knowledge of the branches of instruction provided was the aim which impelled the large and important building and other operations. The courses in Mechanical Engineering, Textile Manufacture, Electrical Engineering and Technical Chemistry were thoroughly revised and recast; the main feature being their extension from 3 to 4 years so as to include 6 months' practice in an outside mill, factory or workshop under proper supervision. The admissions were limited by an entrance examination, the standard of which is higher in a measure than that of the Matriculation, while the percentage of marks required for passing in the last class in the annual examination was also raised from 30 to 40 for practical subjects."

A provident fund has been started the staff contributing 5 per cent. of its salary which is supplemented by the Board by a contribution equal to three-fourths of that of the staff. Another new feature has been the erection of a fairly equipped gymnasium.

18. The Sir J. J. School of Art, Bombay, records a highly successful quinquennium and continues to control the artistic education of the Bombay Presidency with efficiency.

The number of students on the rolls is 357, of whom 131 are non-Bráhmin Hindus, 96 are Bráhmins, 63 Parsis, 38 Native Christians and Portuguese, 12 Mahomedans, 9 Jews, 6 Europeans and Eurasians and 2 Jains.

Of these students 123 are in Draughtman's Classes, 86 in the Elementary Drawing School, 78 in Painting Classes, 21 in Modelling Classes and 20 in the Drawing Teachers' Class.

Excursion parties were taken annually to centres of art interest, that of 1911 visiting Ahmedabad, where a number of very creditable drawings, plans and elevations of the celebrated temples and mosques were made by the students. The garden continues to provide a constant supply of flowers and plants for the use of the students of the Drawing, Painting, Modelling, Design and Architectural departments of the school, and is a most valuable adjunct to the institution enabling the students to work in the open air and to study growing plant forms amid their natural surroundings. The Principal complains that the value of this portion of the school equipment is greatly hampered by the smallness of the grant allotted to it, and states that the addition of a large aviary containing live birds is very desirable especially to the students of design.

The number of students on the rolls of the Reay Art Workshops of this College is 171 as against 152 of the previous year. Classes are held in wood-carving (34 students), engraving (26), iron-work (24), carpentry (20), copper and brass (20), gold and silver (17), house-decoration (11), carpet-weaving (9), stone-carving (8), and shape-making (2).

Of these students 79 are stipendiary. With regard to the Sir George Clarke Technical Laboratories and Studios, the Principal reports :—

"Ultimate analyses were made of the following materials.

Eleven samples of clay from different places in India.

Ten samples of flint, felspar and stone.

Several samples of raw materials, such as whiting, white lead, red lead, potash, etc., were tested in order to determine the amount of adulterations.

Several samples of glazes chipped off old Persian and Indian tiles and faience were analysed qualitatively.

From time to time specific gravities of clays, flint, glazes, etc., were ascertained for working purposes.

The contraction and porosity of forty-four samples of tiles of different bodies were estimated. Samples of Mangalore roofing tiles received from Messrs. A. Albou & Co. were tested for porosity and physical properties. Microscopic examinations of different kinds of Indian clays, flints and stone were made and compared with English materials, and slides were prepared. Several samples of coloured "slip" were prepared.

Physical Laboratory.

Experiments were made with clays from the following places :—

(1) Six samples sent from Cutch through the Resident. Each sample was first tested as to its suitability for the manufacture of tiles and earthenware in its natural state. Fluxes were then added to each sample in varying proportions to correct the faults discovered by experiment with the raw clays.

(2) Three samples from Goa and one from Surat and Gogo went through the same process.

Nearly seven hundred saggars for the biscuit oven were prepared from fireclay and fired.

A considerable stock of clay was bought and after searching investigation into its properties a satisfactory standard body for tiles and earthenware has now been arrived at. Flooring

tiles of different shades and colours, red, blue, yellow, buff and green, were prepared which after firing were found to be nearly equal to the hardest foreign samples in non-porousness and texture, and superior to a large number of samples imported from Europe.

Large quantities of glazes, plain and coloured, were prepared for use on these tiles and very extensive ranges of tints were obtained.

As the result of over forty trials "noncrazing", colourless, white and coloured glazes have been prepared and standardised for earthenware and tiles.

Seventy-five working days were spent in firing body trials for earthenware, tiles and glazes during the year.

The pyrometer and its recorder was received from England at the end of the year, and was a great help in ascertaining and registering the correct temperatures at which bodies and glazes are matured, and has enabled the firing to be done with scientific exactitude.

Art Studios.

Designs were prepared for tiles and vases during the year and these were decorated with coloured "slips" and by the underglaze method of painting. Sixty plaster piece moulds for vases and tiles were prepared and are available for future use.

Two months were spent in fitting up the heavy clay machinery in the new building erected by the Public Works Department at the end of the last official year.

Satisfactory progress has been made in departments of the Pottery, but the work has been greatly hampered and delayed by the failure of the large kilns, which are now being rebuilt. It was found when the kilns were tested that they were unable to withstand the great heat to which they are regularly subjected, and they had therefore to be reconstructed. All firing operations had in consequence of this failure to be carried out in the small gas experimental kilns, in which only three or four vases and twenty tiles can be fired at one time. When the large kilns are completed, four thousand tiles and many vases can be fired at one operation. h results of the Laboratory experiments can then be put to the test of commercial conditions of production, which is not possible at present."

While dealing with this School of Art I may here quote from its Principal's valuable monograph on the progress of Art Education in the Bombay Presidency during the quinquennium 1906-11, and exhibit his views upon the subject of Drawing in High Schools. Mr. Burns observes:—

"As the Sir J. J. School of Art and its allied institutions control the artistic education of the Bombay Presidency the changes that have taken place in those institutions may firstly be stated.

The one likely to have the most far reaching results is the extension of the Architectural School. In the year 1906, this school consisted of two draughtsmen's classes in charge of a non-professional teacher, the course of study being entirely an elementary one. At the present time the school is in charge of the Consulting Architect to Government who is assisted by three professional lecturers and instructors and the course has been enlarged to one of four years, in which all subjects germane to the study of Architecture are taught. A commencement has also been made in founding a Museum of achitectural casts, models and materials which is an indispensable part of the equipment of such a school. The presence of a professional staff of lecturers could only be obtained by holding the classes in the morning from 7-40 to 9-40, and these hours also suit the majority of the students who are engaged in architects' and engineers' offices during the daytime. Both with regard to the number of students attending the Architectural School and the quality of the work done, the results obtained from the improved tuition and the extension of the course have been encouraging. The number of students has risen from 37 in 1906 to 140 in 1911, and the effect of the improved tuition has been already apparent in the higher class of draughtsmanship exhibited in the plans submitted by architects in the city, to the Municipality and Bombay City Improvement Trust. In the art that appeals in different ways to the greatest number of persons distinct progress has been made and the foundation laid of greater progress in the future.

The second addition to the usefulness of the school has been the establishment of the Pottery Department in the technical laboratories and studios opened by His Excellency Sir George Clarke in 1910. The department is in charge of a skilled chemist who has a small staff working under him. An exhaustive survey of all the clays found throughout India suitable for the manufacture of pottery has been made, and specimens have been analysed. Standard bodies with their appropriate glazes have been discovered, and these have been worked up into articles of commercial value and artistic form and colours. A school of pottery is to be established and information on all points connected with the pottery industry is now available for the persons engaged in the trade. The ground has thus been cleared for the establishment of a pottery on modern lines in India.

In Painting and Modelling the teaching has been made more systematic and thorough. Many fine specimens of ancient paintings of the Persian, Moghul and Indian Schools have been

purchased and are exhibited in the School museum and the distinctive qualities of the Eastern convention have been continuously brought to the notice of students to these classes. Nothing short of compulsion however will induce students to work in this style, and to apply such drastic measures would have the effect of emptying the Painting School and of driving the students to classes outside the School where Western methods and conventions are less intelligently taught by Indians who have studied in Europe. The means whereby a national Indian style of painting might again be developed is too complex a subject to be discussed within the narrow limits of this report. The movement to be vital must spring spontaneously from within the country and a School of Art can only hope to influence it by giving a thorough training in the language of Art, *i.e.*, line and colour by which the future artists of India will be enabled to express themselves. This function the School is performing.

The compulsory study of Drawing in High Schools and the encouragement to its practice in Aided schools by means of liberal grants has had a very marked effect in raising the standard of Drawing throughout the Presidency during the last five years. Future progress depends greatly upon increasing the knowledge and efficiency of the Drawing Teachers in these schools. To effect this a special school for training drawing teachers was opened in 1910 and to this school drawing teachers already employed in schools are also to be sent in turn to acquire new ideas and have their knowledge refreshed by practice.

The large numbers of candidates for the Government Drawing Examinations which have increased from 6,663 in 1906 to 9,437 in 1911 shows that a very widespread interest is being taken in the study of Drawing, but the present Examination system has undoubtedly a tendency to encourage a somewhat mechanical method of teaching, and to stand in the way of progress. The substitution of inspection by an expert and the institution of special schools for Design and Drawing in one or two of the larger Mofussil towns would promote a greater degree of individuality among the teachers and lead to more advanced study than is possible under the present system. Annual exhibitions of work done by scholars would also have a very stimulating effect and be of great educational value to drawing teachers as well as their pupils by enabling them to see work done in other parts of the Presidency. These exhibitions might be held in the chief town of each Division in turn and the healthy spirit of rivalry created by them would lead to a continuous raising of the standard of workmanship and would encourage the study of Design among the craftsmen employed in the artistic industries of the Presidency. During the five years under review there has been progress in the study of Drawing and a good foundation has been laid. To build upon this foundation requires further effort and the direction which these efforts should take I have briefly outlined above."

19. In conjunction with this the following remarks made by Professor N. B. Macmillan of the College of Engineering (Inspector of Technical and Industrial Schools) in the rôle of examiner in Manual Training, School Final Examination, are of decided interest.

Professor Macmillan says:—

"The Drawing paper was badly answered. Most of the candidates did not understand properly the meaning of an isometric drawing. The usefulness of this method of indicating succinctly the form and dimensions of an object could never have been adequately explained to them by their teachers. The candidates had doubtless done numbers of exercises of this kind, probably copying them out of a book mechanically, without really understanding the principle or use of the operation. Because the given sketch happened to be different from what they had been accustomed to copy, their memories in this instance availed them nothing.

As regards the question in Geometry, most of the candidates failed even to copy correctly the given sketch of a right cylinder, not to speak of their ignorance of the principles of orthogonal projection.

It seems to me that it will be vain to expect candidates either in High Schools or Industrial Schools to execute *accurate* drawings of the simplest kind, as long as Art Drawing is given the prominence that it enjoys in the School curriculum. The Indian boy loves to follow the path of least resistance, and a "vicious circle" is to him "an eternal round of pleasure". He is an impressionist by instinct, and a post-impressionist at that, only that his work usually convinces nobody, not even himself. This is especially true with reference to knowledge of a practical kind. In connection with University and other examinations during the past three years, I have spent many profitless hours trying to discover even a possibility of elemental truth in descriptions given by candidates of processes or things they have seen or handled day after day.

This innate tendency on the part of the average boy to conceal his ignorance behind ingeniously compiled structures of irrelevant generalities, may be partially counteracted by a training that inculcates the importance of accuracy in *detail*; and with special reference to Drawing, this means accuracy in dimension as well as in form. If we are to look to Drawing as one of the means to this disciplinary end, then let there be less of Art Drawing, and more of what might be called Exact Drawing, that is, drawing to scale by the aid of instruments, accurate representations of objects, from actual measurement of these objects.

In the above remarks, I am afraid I have failed in my endeavour to express how strongly I feel that the kind of Drawing taught in our schools has hitherto done little to give—what is so devoutly to be wished—a practical turn to the Indian boy's mind".

20. On the subject of Manual Training it may be remarked that this most useful and desirable, if not essential, branch of a liberal education is still viewed with dislike and distrust. The average parent of the average High School boy who is drafted into the Manual Training Class protests that he does not belong to the *maistri* caste and has no intention of making his son a carpenter.

He sends his son to school for one purpose, and one purpose only, that he may pass the examination that hall-marks him as an employable person and gives him a claim upon a Government or private office or admits him to the University.

Education is costly stock-in-trade and Manual Training is not part of the stock of a clerk, graduate, shop-keeper or "gentleman".

It is all very well for the Inspector to impress upon the Head Master that he must explain to boys and parents that there is nothing utilitarian about the Manual Training Class and that the sole object is hand-and-eye training and moral education in truthfulness in wood.

The Indian parent is an immovable utilitarian and all he asks of the School is that it shall pass his son, by any means, through the requisite examination.

The Missions attempt and often achieve, admirable courses and results, but I am informed that in many cases one of the undesired results is the avoidance of the school by boys of "respectable" instincts and traditions who go where they will not be required to perform "vile mechanic labours."

I am glad to note however that at the Belgaum High School the Educational Inspector is able to speak favourably of the Manual Training work and to report that the last year's work was creditable and that the order and neatness prevailing in the school workshop were highly commendable.

It is now generally realised by the advocates of Western Education for the East if not by many Orientals, that the type of education that developes brain, hand and eye, originality, exactness, care, and the practical virtues is a more desirable type than that which merely developes memory and intellectual agility.

I am of opinion that one great aim of educational authorities throughout the coming quinquennium and thereafter should be to endeavour to overcome Indian prejudice to the use of the hands in skilled work and to show the superiority of the person who can *do* something useful to the person who *knows* something largely useless.

I believe that our present purely literary secondary education fails to supply all that is wanted and that a well-chosen and well-pursued system of technical and scientific education may contain the elements of salvation.

21. Commercial Education is a plant of tardy growth in this Presidency, but I hope that the next 5 years will witness very considerable developments in this direction.

22. The Educational Inspector, Central Division remarks :—

"The total number of schools has, during the quinquennium under report, remained unchanged, *viz.*, 3. The B. J. Commercial College, Bombay, that was an unaided institution at the end of 1906-07 has, during the quinquennium, been transferred to the aided list. The number of students in this Institution has risen from 34 to 53 during the last five years. There has been a similar increase in attendance in the remaining two schools, *viz.*, the Municipal Commercial School, Sholápur, and the Aiyar & Co.'s Business College, Bombay, the numbers having risen from 63 and 16 to 137 and 52 respectively. The total number of pupils in these Institutions has thus risen from 113 to 242.

Though the rise in the number of pupils in the last five years is not very hopeful, it at least indicates that commercial education is getting popular, though very slowly. In commercial centres people have begun to feel the necessity of education in this branch and with more openings for passed pupils there must necessarily be a rise in the number of students attending these institutions."

23. There is no commercial education in the Southern Division though during the Governorship of Lord Reay the Hubli Municipality was advised to open a Commercial School for the benefit of the whole district, instead of a "literary" school within a dozen miles of the Dhárwár High School.

24. The Educational Inspector, Northern Division, reports :—

"There are two nominal classes in Ahmedabad, but they only had one student between them at the close of the year.

Commercial education is given in the upper classes of the Sir J. J. English School, Surat, which has a special course and teaches short-hand, type-writing, and the methods and machinery of business."

25. In Sind there was a commercial school with 25 pupils at the beginning of the quinquennium and a commercial class with 6 pupils at the Navalrai Hiranand Academy. At the close of the quinquennium there was one commercial school with 29 pupils.

Surely a great commercial centre like Karachi should have room for an efficient day or evening school of this description.

Agriculture as a special branch of University Education is now studied at the Poona Agricultural College which is under the control of the Department of Agriculture.

26. With regard to general agricultural education in schools, the Educational Inspector, Central Division, remarks :—

"Agricultural Readers are read in all the Districts of the Division for two hours a week, in village schools. It is however a general complaint that there is no adequate return for the time so spent, as a majority of such schools is manned by untrained men who are themselves very imperfectly acquainted with the subject and are thus incapable of understanding the subject themselves and much more of teaching it to their pupils.

At the Dhulia Training School, regular instruction in this subject is imparted and Professor Knight's Agricultural Readers are first gone through in the class and the main principles explained to students. They are then taken to the Government Demonstration Farm, where the various agricultural operations and crops are shown to them. Besides this, the Agricultural teacher takes every opportunity to communicate to the students useful information on various topics dealt with in the agricultural reports circulated from time to time or supplied to the Library of the school.

At the Training College for Men, Poona, the Agricultural Readers were similarly taught to all the classes and the students were taken by turns to the Agricultural College Farm and also to the Ganesh Khind and Empress Gardens for practical instruction in that subject. Besides this, the students were also taken to the Government Farm at Manjri to see the actual working of the sugar-cane mill and the manufacture of jaggery. In addition to the instruction in agriculture, the students were also made to do the work of nature study under the guidance of the agricultural teacher."

27. On this subject the Northern Division Inspector reports :—

"A demonstration farm is attached to the Training College where the students are given instruction in agriculture by a special teacher, transferred from the Agricultural Department, on Rs. 75-5-100 per mensem. The average annual net cost to Government for each of the last five years has been Rs. 257. This calculation represents the cost of the upkeep of the farm less the amounts received from the sale of produce. It does not include the teacher's salary.

The main object in view in the instruction given has been to qualify the students to give lessons in agriculture in the schools. The Agricultural Readers specially prepared by the Agricultural Department for use in schools were introduced about the beginning of the last year of the quinquennium. It is of course too early to judge of the results of the teaching from these Readers. Judging, however, from the reports of the Deputy Inspectors the results have so far been unsatisfactory and are not likely to improve. The Deputy Inspector, Thana, reports :—'Agricultural Readers continue to be in use. The instruction imparted is, however, mostly theoretical, most of the village school masters themselves do not understand them well and hence they are of little practical use.' 'The Deputy Educational Inspector, Broach, is even more explicit. He says :—'Small manuals of agriculture (in 3 parts) are taught in rural schools in standard II, III and IV, but it is only a waste of time. The pupils are made to learn by heart, and probably forget it as soon as they leave school. This teaching and learning is of no practical value."

28. Personally I attach no great value to the making of agriculture a part of the course of study of the students of the Vernacular Training Colleges.

CHAPTER IX.

Female Education.

1. If the quinquennium under review has been a period of slow progress in the education of girls, the slowness is more marked than the progress. I do not regard the fact that a few more women annually sit for the B. A. degree as indicating anything more than that among the upper and educated classes degree-attempting is becoming fashionable and that the daughters of a few professional men are taking to professions (medicine, teaching, etc.), while the great mass of Indian womanhood remains almost untouched and apparently almost inaccessible.

2. There are still no special colleges for girls in this Presidency, but the number admitted to the colleges affiliated to the University and to the University examinations for degrees has increased. It is now proposed to open a special college for women in Bombay.

3. I am not sure that all this gives ground for any very solid satisfaction while the vast bulk of the female population as stated above remains untouched by education of any kind. A reference to the last quinquennial report, however, will show that so distinguished a judge as Miss Ashworth advocated the support of 'Secondary' education on the ground that while the people as a whole are utterly apathetic or downright hostile to 'Primary' education there is some real demand for 'Secondary' education. I fear that the fact is that whereas in India our ideal should have been above all things to educate girls to become good wives and mothers, we have fostered the ideal rendered necessary by our own English redundant female population, that girls must be so educated as to be able to earn their own livelihood: and this has been only too readily accepted as the Indian parent likes to see 'something for his money'. Some Secondary Schools are doing good work, others are not. They are achieving Matriculation at any risk and cost to the health of the growing girls who attend them, and who for some reason are crammed with the subjects considered suitable for boys. The Bombay Inspectress observes:—

"It is unfortunate that the School Final Examination does not appeal to the Indian girl whose horizon is, as a rule, bounded by the Matriculation Examination. Till this fetish is abolished, it will be impossible to hope for a liberal education for our girls."

Also

"Plain needlework is not popular with the parents and the Principals are inclined to defer to the parents' taste and encourage showy embroidery. I have noted in several of these schools attended by middle-class children that the girls wearing elaborately trimmed blouses are not ashamed to appear in torn stockings and dirty shoes."

And again

"The teaching of Domestic Economy will be valueless till it is supplemented by practical work. It is evident that the subject is looked upon as one for examination only and it is probable that more than 90 per cent. do not attempt to apply the rules of hygiene, etc. I learnt from an intelligent class (ages varying from 15 to 18), who were able to answer fluently from the notes dictated by the teacher, that they all performed a share of the household duties. On my hazarding the suggestion that it was very easy to dispose of the kitchen refuse by throwing it over the wall into the neighbouring compound, they cheerfully acquiesced and said that that was what they usually did".

The same Inspectress concludes her useful report with the summary:—

"For the healthy expansion of Anglo-Vernacular girls' schools it is necessary—

1. That the institutions should be properly housed and the equipment brought up to date.

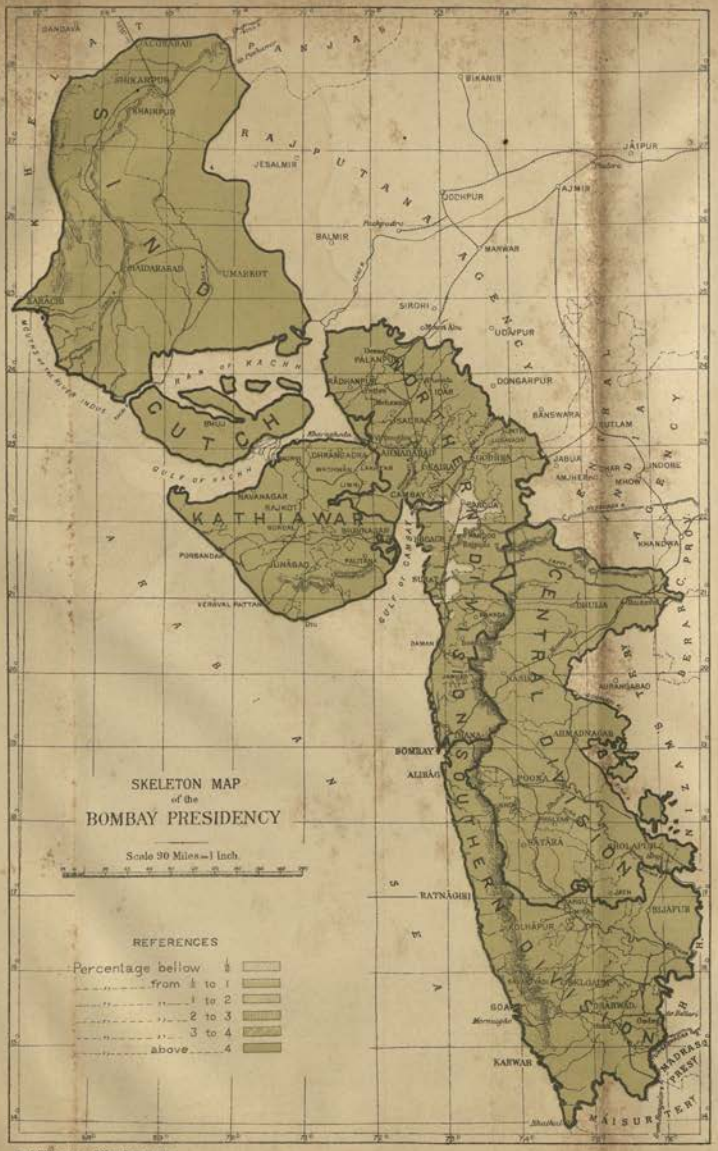
2. That a supply of trained teachers be ensured by the establishment of a central training college.

3. That the curricula should consider what is of educational value and suitable for girls, and not be subordinated to arbitrary examination tests.

4. That periodical medical inspection be instituted to ensure that the girls are not being subjected to overstrain, either mentally or physically."

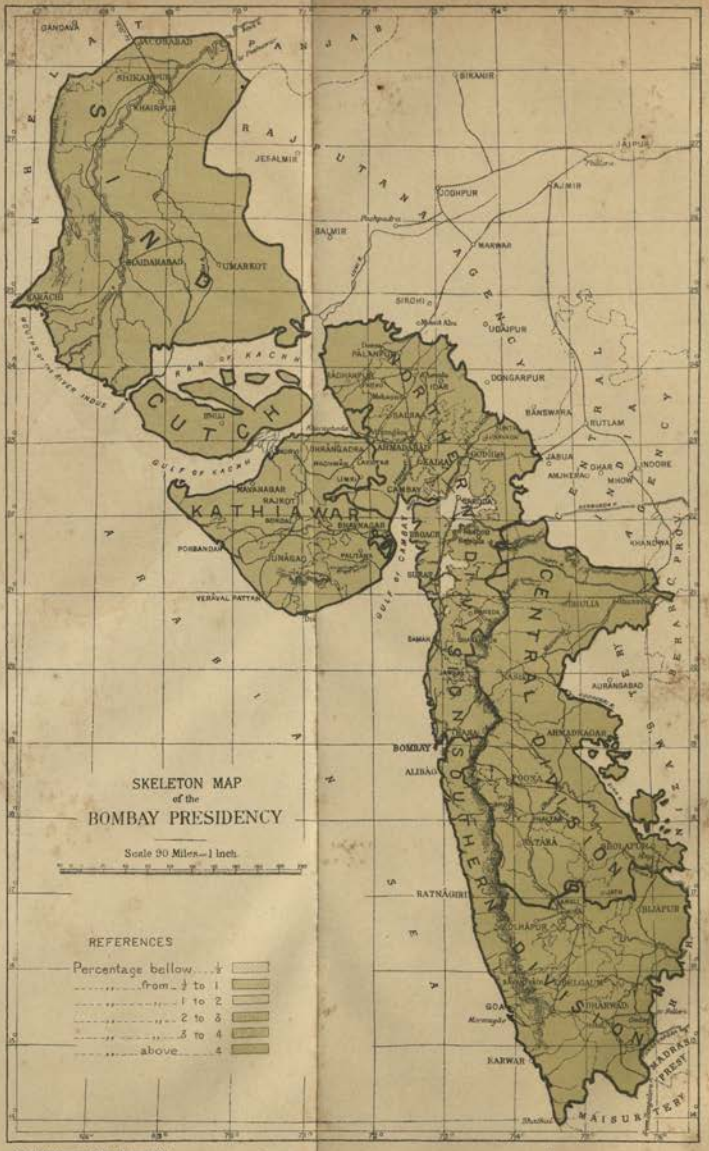
4. I heartily endorse these recommendations and feel strongly that the making of Secondary Schools for girls into places where children are urged and

1906-07 BOMBAY PRESIDENCY SHOWING THE PERCENTAGES OF GIRLS UNDER INSTRUCTION IN PUBLIC INSTITUTIONS 1911-12



Gov^t Photozinco. Office, Poona. 1912.

	Percentage
Bombay Presidency	5·1
Sind	4·3
Kathiawar	6·4
Northern Division & Cutch	6·3
Central Do	5·1
Southern Do	4·1



Gov^t Photozinco. Office, Poona. 1912.

	Percentage
Bombay Presidency	6·9
Sind	4·8
Kathiawar	8·3
Northern Division & Cutch	8·5
Central Do	6·2
Southern Do	5·8

goaded into passing useless examinations in unsuitable subjects is most deplorable. While all female education in India is backward, it is most deplorable that there should be an injurious travesty of education in the few fairly well endowed secondary schools that exist.

5. Of progress made in European and English-teaching schools in the past five years the Bombay Inspectress observes :—

"The course of studies was revised in July 1910 and I believe the new syllabus has created an interest in English literature which was hitherto lacking. A supplementary reader (Geographical and Historical) has been prescribed for standards II to VI. A distinct advance has been made in the method of teaching English, the course covers a wider range of general reading, and the Principals, recognizing that the study of literature without a library is like teaching science without a laboratory, are making strong efforts to popularize the school library. The changes in the History and Geography course are such as to necessitate these subjects receiving wider treatment than formerly, and less mechanical work is exacted from the pupils. Some of the schools use picture post cards freely. I believe the introduction of magic lantern slides, especially in the junior classes, would do much to enlarge the interest of the pupils.

Domestic Economy is now included in the compulsory subjects for standards 6 and 7; this subject would gain much in presentation if it were supplemented by a practical course.

The Needlework syllabus was also revised in 1910. The new syllabus includes drafting to scale for standards IV to VII. The majority of the teachers being ignorant of this subject, Government was pleased to sanction a special course of lectures. They were delivered by Miss Sawtell (Domestic Science Mistress of the Girls' Public Day School Trust and London County Council) who was on leave in India. These lectures included lessons on drafting and cutting out, the processes of needle work and the theory of teaching the subject, with specimen Demonstration lessons. The heads of schools have gratefully acknowledged that the course has been most beneficial.

The Cambridge Local Examinations are rapidly becoming more popular than the Matriculation. From 1907-12, 124 pupils from the European schools took the former examination, while 55 elected to matriculate.

The enhanced grants allotted to European schools have enabled the Managers to offer more attractive salaries to their senior teachers, but the majority of juniors are still under-paid. The growing popularity of the Secondary Teachers' Examination has done much to stimulate the interest of the teachers in their professional work, but, as I have already observed, this examination is a poor alternative. There is a crying need for a Training College in Bombay, and no appreciable advance will be made in the progress of European and Anglo-Vernacular schools till this need is supplied. The European schools in Bombay itself have 33 trained and 24 untrained teachers, the proportion in English-teaching schools being 17 to 52. The schools in the Northern Division have lagged behind in improving the personnel of the staff, the European schools showing 3 trained and 19 untrained teachers and the English-teaching schools 6 to 32.

The physical training of our girls does not, I regret to say, receive the attention it should. All the pupils receive some instruction in drill, but I am inclined to think that the form it takes is not suitable for the proper development of girls in a tropical climate. A general course of Swedish Drill with gentle breathing exercises has been recommended by the highest medical authority in the Presidency, but, as we have no teachers qualified in this line, it is impossible to insist on the change. The Girls' Athletic Association has done much to popularize games, but almost all the schools are handicapped by limited space. The introduction of 3 or 4 central play grounds would help to solve this difficulty."

6. Of female Anglo-Vernacular schools the same Inspectress reports :—

"17 of these in Bombay and the Northern Division were inspected by me. The number of pupils is 1,521 and is composed of 868 Parsis, 570 Hindus, 6 Mahomedans and 77 Native Christians and Jews.

The High School attached to the Mahalakshmi Training College for Women, Ahmedabad, is the only Government institution, the remainder being managed by private or Missionary agencies. The majority are situated in noisy neighbourhoods and provide inadequate accommodation. The Principals are almost entirely dependant on the school fees and Government grants; active expansion is in consequence hampered. The small salaries offered fail to attract teachers with professional qualifications, there being 9 trained to 102 untrained teachers. The Government High School for Girls at Ahmedabad is heavily handicapped by the inadequate staffing and accommodation. It is desirable that there should be two Government High Schools for girls, one in Bombay and the other in the Northern Division, which should serve as models and raise the standard of the other High Schools.

The course of studies is the same as that prescribed for boys, with the exception that girls have the option of substituting Science or Domestic Economy for Geometry and Algebra. The schools attended by Parsis display a tendency to relegate the vernacular to the background; they contend, rightly or wrongly, that Gujarâti is not their vernacular.

Some of the schools last year adopted the Direct Method of teaching English, but unfortunately very few of the teachers are familiar with the method and, till they themselves fully grasp the principles, satisfactory results will not be obtained. The Parsi schools without exception adopt French as their second language; it has so far been treated as a dead language and is consequently a doubtful asset. Here again the question arises, are the teachers qualified to introduce the Direct Method? and from my experience of their work I believe there are only two who could do justice to it. The Students' Literary and Scientific Society's School, which is attended solely by Hindus, insists on Sanskrit as the optional second language, and the knowledge of the vernacular in the higher standards is in consequence more thorough.

The physical training imparted loses much of its value because it is not in the hands of experts, and also because, with few exceptions, the available space is limited. The "drill" teachers are inclined to be over-zealous and I am of opinion that when the new syllabus for girls' schools is framed, the subject of school clinics should form an important part of it."

7. Of female Secondary Education in Sind the Inspectress of the Province states in the course of a valuable monograph :—

"The only schools for Secondary Education under my charge are the New Anglo-Vernacular Girls' School, the Church of England Zenana Mission Anglo-Vernacular Girls' School, Mansukhani lane, the recently registered Nava Kanya Vidyalaya Anglo-Vernacular Girls' School, all three in Hyderabad, showing an increase of one Secondary Girls' School in Sind for the quinquennial period. The difficulty in all these schools is want of funds for the maintenance of an adequate and efficient staff, for suitable and adequate accommodation, and for school furniture of approved patterns. As one and all are private ventures, grants up to one-half the expenditure are a crying need if thorough efficiency and utility are to be secured. The difficulty in *Secondary* Education for girls in Sind is not the paucity of properly qualified teachers but funds to meet the salaries demanded by such. Sind possesses only the three schools above mentioned for youg Indian ladies and girls, these are all in Hyderabad, Karáchi and Sukkur, neither having anything of the kind. The absence of such facilities for educating the present generation of young Sindhi girls is felt at Karáchi specially. There are of course the Convent and Church of England Zenana Mission, both of which have English schools, but in the former the standard for admittance—the 3rd vernacular standard is too late for girls who leave school at the age of 12—and in the latter compulsory Christian teaching is the hindrance. There is more religious fervour in Sind than in the Presidency. The Sikh scriptures are read almost universally by the women, and there is, if anything, a revival for religious instruction for girls which makes the idea of compulsory attendance at Christian Bible classes repugnant. It is time that something be done for the community in Karachi whereby the girls may receive English instruction as early as possible, at least one year earlier than is at present the rule, and that without any such objections as now prevail against the Mission schools. Such a well-to-do Municipality as that of Karachi should provide the required facilities for English instruction aided substantially by Government.

Of the three schools at Hyderabad the New Girls' school is doing very good work. The tone throughout the school is excellent. Religious instruction with the teaching of Gurmukhi as a second language is begun in the 4th standard. This is in marked contrast to the ordinary primary schools in Sind where the infants are begun with Gurmukhi which under the present ignorant teachers takes these unfortunate children 2 years at least to learn to read and write so that a child is 4 years at school before she has mastered the 1st Sindhi Book—4 years out of 6 or 7 years of school life—is very disproportionate indeed. Out of eight teachers two are certificated mistresses from the Training College for women, Hyderabad. Out of the four masters two are B. A.'s, one a Matriculate and one trained at the Training College for Men, Hyderabad. The number has risen during the quinquennial period from 124 to 137.

The Church of England Zenana Mission Anglo-Vernacular girls' school is a small school; the number for the quinquennial period has fluctuated between 21 and 25. The work is on the whole fair. The master in charge is a Matriculate. The ladies of the Mission are instrumental in educating in their homes girls over the school-going age.

The Nava Kanya Vidyalaya Anglo Vernacular school has yet to justify its existence. There are 66 pupils, the staff has been improved and it is now acknowledged that the education of young girls should not be in the hands of young men. There are now two lady teachers, Miss Khemchand, a young Sindhi Christian educated by the nuns at the Karachi Convent and a matriculate of the Bombay University and Miss Baker, a young Eurasian lady educated by the nuns at Bangalore.

The Training College for Women at Hyderabad has started an English class for girls; there are 22 learning English. This though a small beginning should develop not only itself, but be a help to the Training College as well, as it will tend to make the college popular and in this way serve the primary girls' schools which suffer for want of trained teachers. In itself the class if properly staffed may develop into a young ladies' class for girls over the school-going age, whose parents may be inclined to allow their daughters to attend a *purdah* class when they would not dream of sending them to any of the other three schools where male teachers are usual."

8. With regard to Female Education generally the Educational Inspector, Northern Division, reports:—

"The total number of schools of all kinds rose from 235 to 272 and girls from 14,495 to 20,725. Including girls studying in boys' schools, and excluding little boys in girls' schools, the total number of girls attending schools was 32,487. The administration of the girls' schools is frequently attended by difficulty. The chief, and far from uncommon, cause of trouble is the women's husbands, who are inclined to interfére in the work of the schools and to instigate their wives to submit petitions and generally to neglect their duties. There are a number of mistresses in the Department with worthless husbands whose chief purpose in life seems to be to get their wives into trouble. Many of these men are employed as assistants in the local boys' schools; they are as a rule unqualified and are only employed out of charity. Where the husband of the mistress is a trained teacher there is seldom any trouble of this kind.

I quote the following from the report of the Deputy Educational Inspector, Thana. "The Native Christians of Kirol, who where advised to send their girls to school, declined to do so, as higher dowry had, they said, to be paid if the girl to be married was known to be educated". Indeed in the Thana District female education appears to languish. It is in the Kaira, Surat and Ahmedabad districts that it prospers most, and especially, of course, in the towns.

I must specially mention a very excellent institution, the Surat Vanita Vishram, founded in 1907 for the purpose of ameliorating the condition of Hindu women. The institution has funds of some Rs. 50,000. It maintains a boarding house, which had 85 inmates—32 widows, 19 married girls, 34 unmarried girls. Sound education appears to be given in the school, in which over 200 girls and women, whose ages range from 7 to 45, study.

There is a similar institution in Ahmedabad, with a school attended by 112 pupils, of whom 23 are widows, 37 are married women, and 52 unmarried girls.".

9. In the Southern Division, the Deputy Educational Inspector, Kanara, observes:—

"Apart from intellectual advantages the girls' schools have a tendency to bring about a much desired change in social intercourse. I have observed girls of different communities freely mixing with one another in schools, and thus unconsciously helping in the effacement of social distinctions and bringing about friendly relations. The Brahmin girl seems to have no objection to freely associating with the Namdhari girl who in social economy holds a subordinate place and in certain parts is nearly untouchable. To take an extreme case, even Chamar girls within the walls of a school are treated by their class sisters with something very akin to equality. Let alone the humanising effects of schools which are too patent to need any mention, there is one aspect of female education which I cannot pass over. The ability to read and write has enabled the little girls to read certain hand-bills denouncing early marriage and perpetual widowhood and to reflect on the evil custom. This is a great asset on the side of social reform and will in the fulness of time bear hundred-fold fruit."

10. The condition of Primary Female Education throughout the Presidency is, though improving, unsatisfactory. The Educational Inspectress in Sind says:—

"The number of Primary girls' schools has increased during the quinquennial period from 131 with 6,900 pupils to 148 with 9,034 pupils. While 16 new schools have been opened, an additional 35 children only are in attendance. This is not a very encouraging or hopeful result for the five years' efforts. For these 147 Primary Girls' schools and 3 Secondary Girls' schools there are not more than 91 trained teachers in the whole Province,—not enough to provide each girls' school with a trained teacher apiece. As however 78 of the 147 are indigenous schools under Chapter III and 3 are unaided schools, none of which have trained teachers, 91 teachers are distributed among the 67 primary aided girls' schools and the 3 Secondary Schools, providing not 1½ trained teachers for each aided girls' school in Sind. Counting the 5 or 6 trained teachers on the establishment of the Training College for Women, Hyderabad, and its Practising School, the whole number of trained teachers does not exceed 100 for the entire Province.

Of these about 56 have been trained at Hyderabad.

6	at Ahmedabad.
10	at Rajkot.
1	at Poona.
24	Normal Class, Karáchi.
97	

The Training College for Women, Hyderabad, has within the same period turned out only 14 certificated teachers. From the above it is clear that the great hindrance to girls' education in Sind is the paucity of trained teachers. It is not much good opening girls' schools without properly qualified teachers to take charge of them. It is also clear that the output of trained

teachers from the Training College for Women, Hyderabad, is too small and does not keep pace with the demand. Every primary girls' school would have at least two trained teachers, one for the Upper classes and one for the Infants. At this rate alone 134 trained teachers are necessary for the 67 schools or 37 trained teachers in addition to the present number 97. At the present rate of output from the Training College for Women, Hyderabad, it will require about 13 years to produce the necessary number required now. Is the province to wait all these years before efficiently staffing its present schools or opening new girls' schools? Recently requests for girls' schools from various places have been received but all hope of opening new primary aided girls' schools requiring Arabic-Sindhi trained mistresses must be abandoned for the present. Where Gujaráti trained teachers are required they can be imported from Gujarát and Káthiáwár and Maráthi from Poona. It is a serious state of affairs. In considering female education in Sind as compared with that of the Presidency two circumstances that affect education unfavourably in the Province must not be overlooked, *viz.*, the prevalence of the *purdáh* system and the decided religious bent of the people. (1) *Purdáh* is the rule not only among Mahomedans who don the *burkhá* on all public occasions on the appearance of any male but in a certain degree even among the Hindu Sindhis. Sindhi ladies or respectable women are seldom seen in public with the face exposed—the *sárie* is so draped about it as to conceal all but one eye and the ruby nose jewel. The system affects girls' education through the dearth of candidates for training. Few are the women who do not prefer work either in the seclusion of home even on the most meagre pittance or at least teaching Gurmukhi in a *purdáh* school or religious class, to joining the Training College for training as school mistresses and the subsequent service in schools inspected and visited by the Deputy Inspectors and open to the visits of males. Hence the small number of trained teachers in Sind. Again it affects girls' education more directly as shown in the early removal of girls from school. While in the Presidency—Gujarát and Káthiáwár—girls continue at school till 14 and over and return to the classes even after the marriage ceremony—here in Sind no girl over 12 is found in any of the schools. At some places 10 or 11 is the maximum age. The seclusion of the women makes it more difficult also for either the Lady Superintendent of the Training College for Women, Hyderabad, or for the Inspectress to get into touch with the likely candidates. (2) The decided religious bent of the people is shown by the demands on the parts of the parents for education in Gurmukhi. Parents actually requiring that reading and writing in Gurmukhi, only for the purpose of reading the Granth Sahib—the Sikh scriptures may be taught. In all the Sind schools the infants have to begin with Gurmukhi—it is the only bait that attracts the parents. In many places even at Karáchi parents decidedly set their faces against Arabic-Sindhi being taught their children. Often Arabic-Sindhi books are hidden away on the arrival of the parents in the school. Every school has a small apartment—scrupulously clean where the sacred Granth reposes on a table concealed from desecrating eyes under a spotless cloth. Here the teachers read and pray before school—and here the elder girls are taught to read and paraphrase into Sindhi, though not with much intelligence, the sacred writings. There is nothing like this anywhere in the Presidency. As Gurmukhi is thus what the parents require mostly the women knowing Gurmukhi can make a livelihood by teaching in the schools of private association, etc., Gurmukhi to the beginners. This they prefer among their own friends and in their own home towns and villages to joining the Training College and becoming teachers in public schools away from friends and home. So far all efforts to increase the number of trained teachers in Sind cannot by the greatest stretch of imagination be said to have met with success. Indeed of late religious fervour seems to be on the increase and the students at the College have dwindled. What is to be done? If this state of affairs continues girls in all but the large towns such as Hynerabad and Karáchi will more and more be taught only Gurmukhi and their preparation for life consist of little more than the getting of the scriptures by rote. This will have only one effect, that of thrusting further back behind the *purdáh* the women of the next generation. Even in a large town like Shikárpur throughout the Hindu Sindhi Municipal girls' schools only Gurmukhi is taught and such books as the Bhagvad Gita are read and construed by girls of 10 and 11! Even letter writing and keeping accounts being done in Gurmukhi character! No direct departmental pressure or influence is likely to be beneficial under present circumstances—all that is possible is to influence the local bodies themselves and among these the most useful for our purpose are the Managers of the aided girls' schools, primary and secondary. To this end the suggestions below are offered and should be instrumental in helping the movement both to increase the number of girls' schools and that of trained teachers.

(1) Grants-in-aid for Primary and Secondary girls' schools in Sind should be raised from the calculation on the present ⅓rd of expenditure to ½ at least. After the two unfavourable circumstances mentioned above, *viz.*, the *purdáh* system and the greater religious fervour, comes the great need of funds. With more generous grants even the two former obstacles can be overcome in time. Private Associations have a very hard struggle in Sind to keep their schools going. They lack substantial funds or foundations and have only the most meagre and variable subscriptions to depend upon generally for their maintenance. These managers could not afford to pay the salaries of more than one trained teacher for each school. They cannot spare an untranied teacher from their schools to attend the College for training if they have to pay both her salary while so engaged as well as that of her substitute. The Code requirements "efficient and qualified staff", "adequate accommodation" and "adequate equipment" are each and all under present circumstances a dead letter as far as the possibility of enforcing them goes. The raising of the grant-in-aid will allow the Department to enforce all three and Managers will themselves feel that they are receiving help for just these objects. But this is not enough.

(2) Special grants are necessary for every trained teacher employed by any grant-in-aid primary or secondary girls' school in Sind, (3) and stipends should also be paid for any students which these Associations, etc., may have to send up for training. (4) And it would be wise to provide that every mistress in the Grant-in-aid schools who studies Arabic-Sindhi and passes the various standards up to the 4th receive rewards in money varying in accordance with the standard passed. The Managers of these schools are the only people who can help forward the spread of girls' schools and the increase of trained teachers and Government will be well advised to secure their co-operation even at a higher expenditure than is necessary in the Presidency. The peculiar conditions in Sind as outlined above require very special and peculiar measures if they are to give place to more desirable conditions. Personally I can see nothing else for it but the adoption of the special measures suggested. All these measures to be adopted as a very special case to meet the peculiar conditions obtaining in Sind. Nothing of the kind is needed in the Presidency. It is for Sind and Sind alone that the measures are advocated. Such special aid extended for a period of 10 years should result in a marked increase and expansion of girls' education in the province. It is urgent and there is no time to be lost".

11. To this the Educational Inspector in Sind adds :—

"The condition of most of the girls' schools is far from satisfactory especially as regards the quality of the tuition. School mistresses are very hard to find in Sind and in some of the private schools I have seen there was no instruction worth the name being imparted."

12. The Educational Inspectress, Bombay and Northern Division, remarks :—

"As I had only a month and a half free I was able to visit a limited number of these schools. They were in Ahmedabad, Viramgám, Gogha, Baroda and Bombay. Parents are, I believe, beginning to attach more importance to the education of their girls, and in the larger towns take an active but misdirected interest in the progress—the interest chiefly manifesting itself in requests for more "home work" to be allotted to the unfortunate victim. The primary girls' schools in common with the A.-V. girls' schools labour under the disadvantage of being unsuitably housed, and, with the exception of those managed by Missionary agencies, play grounds are unknown. Notwithstanding these drawbacks the children seem to enjoy school hours, and in several schools where the teachers pleaded for a half-holiday I found the idea was not so acceptable to the pupils themselves.

The most interesting phase of primary education seems to me to be the awakening interest shown by Mahomedans in the education of girls. No appreciable progress will be made in this branch of work until trained female teachers are obtainable; I believe I am correct in stating that there is not a single trained Mahomedan female teacher in the Bombay Urdu girls' schools. In a large Mahomedan Girls' school started by private enterprise I found in the infant class 65 little ones, with intelligence gleaming in their eyes, under the charge of a stolid lady who, though able to read the Koran, was ignorant of the alphabet. These youngsters were required at intervals to drone out the Koran. It is a matter for surprise that the Mahomedan children continue attending school when the day's programme is made so unattractive for them. A Mahomedan school in Ahmedabad under a male teacher and a Bombay Municipal school similarly managed appear to be very popular, and till trained females are obtainable I think it will be found desirable to place the existing Urdu schools in charge of trained male teachers, for the untrained females at present employed are incapable of maintaining discipline and are weak in organising power.

The question of supplying Urdu-knowing trained female teachers is one of urgency. I have made several attempts to induce Mahomedans girls in Bombay who have passed the 4th standard to join one of the Government Training Colleges for Women but the parents are too conservative to permit their girls to leave the parental home. I believe if a Training Class were organised in Bombay several of these girls would attend it. Another possible solution is the offer of special stipends to trained women (Hindu, Parsi or Indian Christian) who are willing to study Urdu and qualify themselves to teach the language."

13. The Educational Inspector, Central Division, reports as follows :—

"During the quinquennim under report the number of schools has risen from 235 with 16,271 pupils to 268 with 21,329 pupils. This increase in the number of schools is shared in by all managements except Government, where the number remains unchanged, *viz.* 1, and Unaided where there is a decrease from 8 to 3. The number of pupils has increased in schools of all kinds except the unaided ones.

Of the 21,329 pupils, 1,185 are boys and 20,144 are girls. Besides these, there are 11,730 girls in boys' schools and thus the total number of girls in primary schools comes to 31,874 against 22,520 in 1906-07.

The number of girls in schools is increasing. But it is found that the advance is very slow. One cause of this, it is thought, was that the mothers or guardians of girls were hardly ever consulted or reached in this behalf. For this purpose, Mr. Khare, the Deputy Educational Inspector, Poona, arranged with the help of Mrs. Khare, three large meetings of all classes at Ghodnadi, Junnar and Bárámati. The present state of female education was explained and

their sympathy and co-operation invited. The replies from some of the ladies as to why they were apathetic were, that they were not aware they were so! Many admitted that their help would not only improve the attendance in girls' schools but would help to make them a success by securing greater regularity. It was found that the usefulness of the present standards for girls was not quite recognised by many ladies, who were really able to think about them. Some said a change was needed, though they were not ready to state at once what it was exactly, but they felt that some did not care to send girls to schools because they thought the time spent there was not very profitably done. The Deputy Inspector hopes that if meetings of this nature become more frequent, we shall be able to find out what the ladies think of the standards, and a change can be made if the reasons for it are found worth considering. He further adds that one thing was clearly marked that the women liked these meetings and said they would gladly discuss such things if called on to do so. To popularise female education, it is suggested by the Deputy Educational Inspector, West Khándesh, that call-women should be given some extra remuneration based on the addition made by their efforts from month to month to the enrolment and to the average daily attendance. Educated ladies in towns should be induced to visit the schools occasionally, test the progress of the girls, offer advice to the teachers and give lessons in needle-work or any other subject of their choice. On certain days like the Vata Pournima, Makar Sankrant, Shrawan Tuesday and so on, gatherings of women should be held in schools, the importance of the day from the religious point of view should be explained, the pupils should sing songs taught in schools, sweets, prize-books, picture-books, *khans* and toys should be distributed and the women assembled should take leave of each other in the orthodox fashion. The prize distribution of girls' schools should never be mixed with those for boys' schools. They should essentially be women's functions and should be celebrated with due eclat. In rural areas especially the boys who bring their sisters to the school with them should be given some rewards.

To overcome the difficulty about suitable teachers, he suggests that in addition to the work that is being done at the Training College for Women, grants may be made to the Hindu Widows' Home at Hingane and the Poona Branch of the Seva Sadan and the managers requested to open special classes to supply women teachers to the Department. It is also suggested that trained teachers after they retire should be re-employed, if physically and mentally fit to serve, on such salaries as may be admissible to retired servants."

14. The Educational Inspector, Southern Division, reports:—

"On 31st March 1907 there were 251 primary schools for girls with 13,587 pupils whereas the total number of girls at schools including those in boys' schools was 21,537. In 1910-11 the figures were 287 schools with 14,626 pupils, the total number of girls being 26,349. At the close of the quinquennium the number of schools was 289 with 17,097 pupils and the total number of girls at boys' and girls' schools together was 30,002. Thus it will be seen that there has been an increase of 38 schools and 3,510 scholars in the course of the last five years. The total number of girls (learning in boys' and girls' schools together) shows an increase of 8,419, *i.e.*, of 40 per cent., and the fact is satisfactory so far as it goes. There are also girls in secondary schools reading for the A.-V. standards. But the general tendency to leave the school at very early age seems yet to be strong. The course of instruction ranges up to 5th and 6th standards but a very small number goes so far as will be seen from the following table:—

Examination results of girls in British Districts.

Year.	4th standard.		5th standard.		6th standard.	
	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
1906-07 ...	186	128	43	31	1	1
1910-11 ...	330	221	113	76	17	14
1911-12 ...	331	198	135	70	23	14

15. It will thus be seen that the whole position of Indian female education in this Presidency is unsatisfactory and that the obstacles in the path of its progress are well-nigh insuperable.

16. For the improvement of the condition of Anglo-Vernacular Girls' schools it is necessary (i) that a course specially adapted for girls and *not* for boys should be formulated and followed, (ii) that the teachers should either attend the Secondary Teachers' Training College or, which would be much better, that a special Training College should be provided, (iii) that in the case of aided schools help should be given by Government on so greatly enhanced a

scale that school managers should be enabled to offer really attractive salaries, (iv) that the Inspecting staff should be so increased that it should be possible for the personality of the Inspectress to impress itself distinctly upon every school which she has to advise and inspect.

17. For this improvement and increase of primary education, I am disposed to think that (i) the whole administration of Local Board and Municipal schools should be placed in the hands of Government direct, (ii) that gradually the administration should be transferred entirely to the hands of Inspectresses, Deputy Inspectresses and Assistant Deputy Inspectresses, (iii) that within a term of perhaps 10 years all deserving mistresses should be given the full Code pay of their certificates, (iv) that in the case of aided schools grants up to 3/5 of the admitted expenditure should be made.

CHAPTER X.

European Education.

Except for the Secondary Teachers' Certificate Examination there is no arrangement in the Presidency for the training of teachers for European schools and there are practically no candidates for training at the Sanawar Training College.

Of the 693 teachers in the European and English Teaching Schools no less than 464 are absolutely untrained and of the remainder few have been properly trained.

Doubtless matters will improve in the new quinquennium which the Simla Conference inaugurates. But here as elsewhere higher salaries must be offered if we are to get the right men.

2. The Educational Inspector of European and English Teaching Schools reports :—

"The new code for European schools was published in April 1908 and has greatly increased the efficiency of the schools. The English Teaching schools follow the Grant-in-aid Code of 1903 which was revised last year. The curriculum is less elaborate than the European one. The European Code however offers superior advantages in the shape of supplementary grants."

"There were 47 European schools in 1907 and 49 in 1912. These figures include 4 normal classes, 1 commercial class (Young Women's Christian Association) and one industrial class. During the quinquennium the Victoria High School, Poona, and the S. M. Railway School, Gadag, have been closed and the Young Women's Christian Association class added. Three of the schools are unaided, *viz.*, the G. I. P. Railway School at Parel and Dhond and the S. M. Railway School at Castle Rock. They will be aided as soon as possible. The Railways are beginning to spend more money on their schools and are trying to get better teachers. The number of pupils in 1912 is 4,044 as against 3,988 in 1907. The corresponding numbers for English Teaching schools are:—

In 1907, 6,662 pupils and 38 schools.
In 1912, 8,095 „ 39 „

The majority of the pupils are Goanese, East Indian, etc. The number of alleged Europeans or Eurasians in these schools was 607 in 1907 and 967 in 1912. Thus the English Teaching schools show a marked increase in pupils."

"There are nominally 18 European boys' and 22 girls' schools according to the rule that a school with a majority of boys is called a boys' school. As a matter of fact 34 schools are mixed, including all Railway schools. The best examples of mixed schools are the Karáchi Grammar and the John Connon. These are practically day schools, while the Indo-British and the Scottish Orphanage are entirely boarding schools. The system works well in their case, but it all depends on the personality of the Head Master. The two Cathedral schools and the two Byculla schools have distinct staffs and separate buildings."

"The number of English Teaching boys' schools is 21 and that of girls' schools 18, but of these 26 are mixed. Schools are also classified as High, Middle and Primary. There are 32 High, 26 Middle and 24 Primary (excluding the 6 special schools). The last named are mostly Railway schools in small places."

"Schools may be also classified according to the religious teaching given, and in this they differ from Anglo-Vernacular schools. Taking European and English Teaching schools together there are 43 schools managed by Roman Catholics, 33 receiving Church of England teaching (this includes 12 Railway schools), while other Protestant bodies are responsible for 10 schools. There is one Jewish school and one other school under the management of the Municipality. While Church of England parents occasionally send their children to Roman Catholic schools, the converse is of very rare occurrence. The existence of this religious divergence causes some loss of economy in Educational effort, but nothing can be done under the circumstances, and as a rule the children in Roman Catholic English Teaching schools come from a lower social stratum than those in a neighbouring Anglican school, and the parents of the latter would not wish their children to frequent the same school. Instances of this are St. Mary's School at Mazgaon and the Byculla boys' school, or Bishop's School, Poona, and St. Vincent's High School. Even at a little place like Panchgani there are two rival girls' schools, the feeling between which is not exactly cordial."

"As regards Orphan grants, boarders receive Rs. 8 and day scholars up to Rs. 3. There are 22 schools receiving these grants. The increased cost of living has caused several Principals to propose an increase of the boarding grant to Rs. 10 and the continuance of it to pupils in the High School stage. At present they must forego the grant on completing the Middle stage. The proposal seems a reasonable one. The Durbar Grant of Rs. 40,000 recurring will enable the schools to improve their teaching staff and to offer more adequate salaries. Proposals for its utilisation have been sent up for the year 1912-13, but some modifications may be necessary when the promoters of the Laidlaw Fund and the Pan-Anglican Fund have promulgated their schemes."

"There has been a welcome improvement in the organisation of recreation of all kinds, and of out-of-school reading, both in girls' and boys' schools. Reference libraries for teachers are also beginning to be rule rather than the exception."

"The new code has already produced good results and more sensible methods. Cramming is severely discouraged and lessons are made far more interesting than formerly. The teaching of Geography has improved greatly, and object lessons are becoming more real. The Kindergarten system is admirable in many schools. An excellent needle-work syllabus was devised last year by Miss Corkery and Miss Sawtell and the latter gave a series of lessons during the monsoon last year to 16 teachers from various schools after which they were examined and granted certificates. For this she received Rs. 330 and the thanks of the Department. A feature of the last few years has been the introduction of a few masters from England at an average salary of Rs. 150 in the Cathedral boys' school, the John Connon, the Byculla boys' school and the Karachi Grammar School. This has been touched upon in the accompanying monograph. The Panchgani school usually has a complete staff of British graduates. English Composition has been receiving incessant attention during the last few years, and good methods are followed. Handwriting, the most difficult subject of all to teach, has received great stimulus, and I have succeeded in persuading some Principals to abolish slates wholly or partially."

"With the recognition of the High School Examination and the Cambridge Senior Local by the University, Matriculation no longer exerts its baleful influence on European schools. Even the High School Examination seems to me to involve a duplication of effort, many pupils having to sit for both it and the Cambridge Examination within a fortnight of each other. Scholarships might equally well be awarded on the results of the latter, which is a world-wide examination and on the whole quite suited to the needs of the schools. The same duplication is found, though to a less extent, in the case of the Primary and Middle Scholarship Examinations and the Cambridge Junior and Preliminary. The Departmental Examinations however are simpler in scope and aim at indicating to teachers the broad lines on which teaching should be based. The syllabuses were thoroughly revised two years ago. The results of the Cambridge Locals for 1907 and 1912 are as follows:—

In 1907	24	sat for the	Senior	and	15	passed.
„	42	„	Junior	„	20	„
„	26	„	Preliminary	„	16	„
In 1912	35	„	Senior	„	12	„
„	71	„	Junior	„	42	„
„	68	„	Preliminary	„	40	„

"From this it will be seen that the examinations are increasing in popularity and the results in Junior and Preliminary are good. The Senior Examination was particularly hard in 1912. The increasing numbers render the task of organising the examination increasingly difficult, and the correspondence about them goes on throughout the year. The girls and boys sit together at three centres—Bombay, Poona and Panchgani. In Mount Abu there are no girls. In Bombay there will soon be a serious difficulty of accommodating them all."

"In European and English Teaching schools combined there are 693 teachers (319 and 374 respectively). In the former 139 describe themselves as trained, and in the latter 90; thus there are 180 untrained teachers in European schools and 284 in English Teaching schools. These numbers show a distinct improvement, as in the last quinquennial report 1/6 of the teachers were untrained. There is however ample room for further improvement. Unfortunately the facilities for training are very few. Women teachers are provided for to a very limited extent at the Clare Road Convent Normal Class where there are usually about 25 under training. At St. Mary's High School, Poona, and Girgaum High School there are usually 3 or 4 under training. At Clare Road the teachers have to attend lectures before and after their ordinary school work, and this must be a great physical and mental strain. For European male teachers there is no training class at all. In 1911-12, 9 schools sent up 25 teachers for the Secondary Teachers' Certificate Examination, of whom 18 passed."

"This (*i. e.*, Technical Education) is practically non-existent, and is one of the most important questions to be discussed in any future schemes for the improvement of European schools."

"The fees charged are reasonable, and adapted to local conditions. In one or two cases I have advised a slight increase."

In the course of an exhaustive and useful monograph on European Education, Mr. Dudley further adds :—

The Difficulties of the 'Country-born.'

(3) This limitation is a vital one. At the supreme moment of the recent appalling disaster to the "Titanic" the Commander is reported to have addressed the men in two words—"Be British." This might well serve as the parting advice given to the European boy who is just leaving school. He has got to make a definite stand for a certain type of character. To a British boy in a school in Great Britain the task is no light one. To a British or European boy in India it is ten times heavier. Climatic and social conditions are all against him. He may be of pure European origin on both sides, but the fact that he was born and bred in India, and that he has (generally) a peculiar intonation proves a grievous stumbling block. Turning to the actual struggle for existence, he finds that he has to enter upon fierce competition with "natives", often upon unequal terms. Clerkships in Government offices are monopolised by Hindus; careers requiring commercial or technical qualifications are largely in the hands of Parsis, who have been quick to see the advantages of such training; posts in colleges and Anglo-Vernacular schools are practically out of the question. I believe no such post is held by a country-born European anywhere in the Presidency. Posts in European schools are badly paid and offer no attractions; and the best of these are now going to young men who come out from Great Britain. The Railway, it is true, accounts for a good many European and Eurasian boys, but even here the stress of competition with Hindus and Parsis and Mahomedans is severe. Add to all these disabilities the fact that the European boy has got to adopt a certain standard of living which costs, I suppose, five times as much as that of a native, and no wonder the community as a whole regards its present and future with gloom and despair. The fact is that whereas a European boy educated in Great Britain starts his career in India with so much to his credit, the locally educated boy starts with an adverse balance. The former assumes superiority; the latter has to achieve it.

How these difficulties are met by the schools.

(4) I have emphasised these difficulties because they are not adequately recognised by the casual critic of European schools. In addition to the ordinary work of education a Head Master has to be fighting all the time against these depressing facts. How are they faced?

(*a*) *By the Jesuit and Portestant Schools.* In the first two classes of schools they are faced with courage and persistence; not only have the Jesuits and the Protestant bodies attained to a comparatively high standard of instruction, but they have also set before their boys a high ideal of life, both by personal example and also by unremitting attention to all those out-of-school activities by which the eager but wayward mind of youth is kept in the right path. In other words, both classes of school frankly aim at the English Public School ideal, and in the case of the former, considering that the majority of the instructors received their training in France, Germany, Austria or Belgium, it is astonishing how successfully it has been carried out, and this in spite of the fact that compared with Protestant schools the number of Indo-British or Indo-Portuguese boys far exceeds that of pure Europeans. In this respect the Protestant schools start with an advantage, which is further strengthened by the fact that all their leading schools have recently engaged the services of one or two assistant masters from British Universities. This in itself is an instructive comment on the prevailing attitude towards the "country-born". I deplore its necessity (if only on financial grounds), but I am convinced of its wisdom. These young men bring to their work a breadth and freshness of outlook and a personal ascendancy which is denied, except in rare cases, to the locally educated. Against these advantages the Jesuit schools can set the very crucial fact that the teaching members of their community have received a most rigorous, general and special training. They are picked men and trained teachers, and, most important of all, they are sent out here for life, to teach and to do nothing but teach. It is moreover not a mere secular occupation, but a sacred calling; and I have noticed too that the Jesuit schools are far more successful than the Protestant schools in retaining the services of their lay staff, male and female alike, precisely because they have managed to instil into them this lofty idea of their profession. If a comparative census were taken of the resignations in the subordinate lay staffs of the schools it would be found that those in the Protestant schools were twice as numerous. One would expect the reverse to be the case, because teachers in Jesuit schools have less pay, larger classes, and consequently more exercise correction than falls to the lot of the Protestant school teachers. The actual result can, I think, only be attributed to the more effective religious control exercised by the Jesuits over the lay staff.

To sum up, then, it may be said that there is very little to choose between the general efficiency of these two classes of school. A common end is attained but by slightly divergent means.

(*b*) *By the Railway Schools.*—Turning now to Railway Schools the contrast is deplorable. Considering the absolute security of these schools from financial worries, and also the fact that a large percentage of the scholars are children of well-to-do parents who have presumably attained to a certain standard of education themselves, I hardly think the average product of a

railway school can be said to be adequately equipped mentally and morally for anything much higher than ticket-clipping or ticket-collecting. And the fatal thing is that, as far as I have discovered from personal enquiry, the ambition of the Railway boy does not soar much higher than this. What are the causes of this state of things? First, the whole atmosphere of a Railway centre is charged with petty social jealousies and endless gossip, in which the children inevitably take their part. This is not a very inspiring environment for a growing child. Secondly, the Head Master or Head Mistress is afraid to exert such discipline as is called for especially where the children of rich and influential parents are concerned. It is a common practice in Railway schools for a parent to keep a child at home on the flimsiest of pretexts, and if the head teacher objects, social pressure is brought to bear upon him. As to the actual teaching in these schools, it is improving a little, but has not yet shaken off the unenlightened traditions of a past state of things. And it is surprising to me that in some schools Drawing is either non-existent or poorly taught. One would expect this to be a most valuable subject for a Railway boy.

Practical Needs.

(5) It may be safely said, then, that as far as mind and character training are concerned the Jesuit and Protestant schools are in spite of grievous difficulties doing admirable work. It remains to be seen what can be done either by the schools themselves or by Government to give the boys that chance in life which they fully deserve in return for the training they have received. That they do not, under present conditions, get a fair chance has been indicated in paragraph 3 above; and the community itself undoubtedly feels very bitter about it. "They have been tried and found wanting," says the casual critic. The register of the Cathedral High School or the Panchgani school is a sufficient refutation of this view. Many of their boys have risen to quite high places in the Indian Police, the Indian Medical Service, and other public departments. Two have recently got quite valuable posts in the Asiatic Petroleum Company and are giving entire satisfaction. These are however the best boys; what is wanted is a better provision for all the boys, the rank and file as well as the ones at the top.

What the schools themselves can do.

(6) The following suggestions are within the reach of the managers of the respective schools, and if carried out they would go some way towards securing better organisation and concentration of effort. Details would have to be settled subsequently :—

(*a*) A Central Appointments Bureau for all schools, such as those which exist at Oxford and Cambridge. The task of employers would be considerably lightened thereby.

(*b*) A Head Masters' Association for Catholic and Protestant schools combined, to meet at regular intervals to discuss and settle general educational points and also particular disputes which at present are always arising, often on quite petty points such as birth-dates and irregularities in the transfer of boys from school to school.

(*c*) A similar association for Railway Head Masters and other Railway officers concerned with the schools.

(*d*) The abolition of little struggling Railway schools, and the institution of compulsory boarding schools at big centres. This would lead to far greater efficiency of instruction and also strict discipline, which is urgently required in these schools. The mere fact of the boys being removed from the lax atmosphere of their homes would be of incalculable benefit. Over such schools I would unquestionably place retired Army Head Masters; they are as a rule exceedingly efficient disciplinarians, instructors and organisers, and they would possess the obvious advantage of not belonging to the Railway caste; they would afford to take an independent line.

What the Government can do.

(7) Assuming that the Government is prepared to co-operate with the present wide movement in favour of bettering the position of t e schools, I venture to offer the following alternative proposals :—

(*a*) If, as has been hinted above, the mere fact of an education in England is of such vital importance, it would appear to follow that opportunities for such education should be given to the best boys, in the form of scholarships to be held at an English (or Scotch) University or at any reputable institution for technical training—commerce, agriculture, forestry, engineering, etc. Thereby they would be able to compete on more or less equal terms for employment in any of the Indian Services. The only difficulty to decide would be the age at which they were to be sent; whether they should go after passing the European School Final Examination (or the Senior Cambridge Local) or after securing an Indian University degree.

(*b*) If, on the other hand, the cost to Go.ernment is found prohibitive, the question of providing a Central Government College for Europeans, for the whole of India, deserves serious consideration. For several reasons which need not be specified here, the ordinary Indian College is unsuited for Europeans. The proposed College would be staffed at first by members of the Indian Educational Service and would absorb into itself any European

Colleges at present maintained by Local Governments, such as the Sanawar Training College in the Punjab. After a time it could be staffed largely by its own ex-students. From the whole of India an average of 100 students might, I think, be reasonably expected. There are no doubt great difficulties in the way, one being the fact that the Roman Catholics have their own Colleges in some places, in which European students are well looked after; still the proposal is one that would be strongly supported by many influential people. The College should be a combined Arts and Training College; for engineering and forestry the boys can go to Dehra Dun and Rurkee.

(*c*) The above two plans would only refer to the best students. The needs of the European boy who is of good character but mediocre attainments must also be considered. The Appointments Committee referred to above would be a distinct help, but its work should be supplemented by Government by the reservation of a certain percentage of posts in the various branches of the Provincial Service for fit and worthy European boys.

(*d*) At the same time some arrangement should be made with the Principal of the School of Art and with the Principal of the newly proposed Commercial College in Bombay by which boys, who are obviously unfitted for the High School course, may at the age of 14 or so attend the classes at these two institutions while still continuing their general education at school. To compensate for this extra work they might well be allowed to drop Latin and perhaps History at school. In his third year at the School of Art a boy can actually begin earning money, while the training at the Commercial College in Shorthand, Typewriting, Precis work, etc., will give him a decidedly advantageous start in a commercial career. Perhaps a similar arrangement could be made, for older boys, at the Victoria Jubilee Technical Institute.

Conclusion.

The central fact of the present situation is that the country-born European boy is, except in a few fortunate cases, finding it increasingly difficult to survive in the struggle for existence, however fit he may be. Social prejudices have undoubtedly contributed to this sad result; and Government cannot legislate against social prejudices.* Against economic disabilities, however, something can, and must be done, and I trust that the above suggestions will be found worthy of serious discussion. I venture to hope that the whole question of the present conditions, under which a European boy can find Govrnment employment, may be made the subject of a searching Government enquiry. The time at my disposal has not enabled me to do more than consult informally a few Head Masters and a few officials such as the Master of the Mint, and the Consulting Architect to Government. It is chiefly in the direction of technical and commercial education that the energies of the average European boy seem likely to find a most fitting outlet."

3. I agree largely with what Mr. Dudley has written in the two extracts given above though I am not sanguine as to the probable success of some of the remedies proposed, and I fear that any proposal to separate young children from their parents will be quite impracticable. Almost all the points raised were considered at the recent conference at Simla, and resolutions suggesting the most suitable line of action in the direction of improvement were adopted. The salaries offered must be raised to a figure to attract intelligent young men and women of good character and a further great inducement to stability would be the provision of a provident fund. Secondly it should be possible for Europeans and Anglo-Indians to obtain in this country a University education at an institution catering for their needs alone. Thirdly arrangements should be made for the training of teachers, both graduates and undergraduates, within easy reach by rail of their homes.

CHAPTER XI.

Mahomedan Education.

1. At the end of the quinquennium there were 182,472 Mahomedans under instruction. Of these 183 were attending Colleges, 5,529 Middle and High Schools, 132,936 Primary Schools, 752 were at Special Schools, 14 were attending European and Eurasian Schools and 43,008 were at private institutions.

2. At the end of last quinquennium there were 144,405 Mahomedans under instruction, 134,809 ten years ago, 138,355 fifteen years ago, and 119,392 twenty years ago. The older figures are not however particularly reliable as the Mullah schools in Sind were sometimes included and sometimes excluded. It thus appears that Mahomedan education is steadily, if slowly, progressing. Progress is not only numerical and there can be no doubt that there is room for some satisfaction and more hope, provided the Moslem League and such associations continue to second the efforts of the Department, and duties as well as "rights" are remembered by leading Mussulmans in all parts of the Presidency.

3. Poverty and apathy continue to be the great enemies and these are not infrequently aided by mistaken ambitious and erroneous beliefs as to the most advantageous directions of effort (as witness for example, in agitations in favour of Urdu as a vernacular in districts where it is hardly known to the general public).

4. I was recently attacked in Council as being a wellknown obstructor of Mahomedan ambition. This was hardly fair. No one has I think I can honestly boast exerted themselves more than I have in the interests of Mahomedan education as any one who knows the Central Division intimately will allow. But I am quite willing to admit that, while I have done what I can to help Urdu where I believed a genuine demand to exist as *e.g.* in Khándesh where I secured the building of a fine Urdu School and the financing of a hostel attached to it to enable poor students to learn the whole Urdu course at Nasirabad, I have everywhere urged Mahomedans to qualify in Marathi which is the Vernacular of the Division and without a close knowledge of which a Mahomedan is of no use to the public services or in trade.

5. Neither religious nor secular teachers as a rule are the best friends of Mahomedan education, the bulk of the former being opposed to all but Koran teaching and the bulk of the latter being of very inferior quality.

6. The same cry comes from all four divisions—the dearth of qualified Mahomedan Teachers.

7. The Educational Inspector, Central Division, reports as follows:—

"The total number of Mahomedan pupils under instruction in this Division has, during the quinquennium under report, risen from 20,761 to 28,668, giving a conspicuous increase of 7,907 pupils. The number of girls also has remarkably increased from 2,768 to 5,028. Out of the total number of pupils, 120 including one girl are in colleges, 1,490 including 13 girls attend Secondary Schools, 1,081 including 18 girls are on the rolls of Special Schools, while the remaining 25,977 including 4,996 girls are studying in Primary Schools. The corresponding figures reported at the end of the last quinquennium were 101 including one girl, 1,513 including 2 girls, 567 including 1 girl, and 18,780 including 2,741 girls. Of the 1,081 pupils under the instruction in special schools, 19 are in Training Schools for masters, 6 girls in Training Schools for mistresses, 12 in the Sir J. J. School of Art, 3 in Medical Schools, 170 in Industrial Schools, 10 in Commercial Schools, 18 in Agricultural Classes, 37 in the Reformatory School, Yerávda, and 806 including 12 girls in other schools.

The increase in numbers can best be attributed to the increasing appreciation of the value of education among the Mahomedans, as also to the happy awakening among them as regards educational matters chiefly caused by the efforts of the Department as well as those of the Moslem League. The progress in female education made during the quinquennium is also noteworthy as will be clearly seen from the increased number of pupils in different institutions.

The total number of special Urdu schools in this Division at the end of March 1912 was 190 with an attendance of 13,275, while that of Urdu classes attached to Marathi schools was 39 with 935 pupils on the rolls. Great impetus is given to female education by providing special schools for girls as well as by attaching girls' classes to big schools. An attempt has also been made in the Poona District of inducing some Mahomedan girls to join the Practising School, attached to the Training College for Women, Poona, with a view to their being ultimately trained at the institution. Besides the schools and classes, there is hostel atttached to the Nasirabad Urdu School in the East Khándesh District for the benefit of Urdu students. The Schools Committee, Bombay, have taken a commendable step in establishing a class for the instruction of stipendiary students preparing for the Vernacular Final Examination. The Urdu Assistant Deputy, Bombay, however, suggests that this ought to be carried a step further by providing means for the training of younger masters already in service, whose present educational qualification is not at all sufficient to make them successful teachers.

Besides opening numerous schools and classes for the benefit of Mahomedans, the Department has allowed a special indulgence in their case as regards fee-rates. In addition to this special scholarships for deserving Mahomedan pupils have been created from the Local Funds in all the districts of the Division. Many pupils have taken advantage of the *ex*-scholarships during the quinquenniu m under report and succeeded in passing the Vernacular Final Examination, some of whom have ultimately secured Training College Certificates. In the Nagar District, some amount was also spent in giving slates and books to poor and deserving Mahomedan pupils. Some of the Municipalities also are not sparing in their attempts towards advancing the cause of Mahomedan education, and have been affording similar facilities in the shape of free-studentships and scholarships.

There has been a great difficulty in securing the services of qualified Urdu teachers to conduct special Urdu schools and almost all the Deputy Inspectors have been greatly handicapped owing to the dearth of such qualified men. There has been, no doubt, some improvement in this connection during the quinquennium under report, and the numbers obtaining Training College and Vernacular Final Examination Certificates have been improving owing to the success achieved in these examinations by the Local Board scholars. The supply is however inadequate in proportion to the increasing demand for new schools and the increased attendance in existing schools. To add to this difficulty, Mr. Khare reports, the few that get trained are desirous to work at Poona and not in the District. This makes it very difficult—almost impossible—to improve the Local Board schools or to spread education among the Mahomedans in small towns and villages. Some Urdu Assistant Deputy Inspectors suggest the opening of either a central school or a hostel with a view to secure adequate supply of qualified Urdu teachers. As sufficient provision is made in the Training College for Men in Poona and the Training School at Dhulia to turn out Mahomedan trained teachers, I do not think that there is a pressing demand, at least for the present, to open a central Urdu school. I would however recommend the appointment of a Urdu teacher in the Training College for Women in Poona for the benefit of the Mahomedan female candidates under training in that Institution.

The demand that Urdu should be the medium of instruction and that Marathi should be treated as a 'language' only, still exists. But I agree with your view in this connection as expressed in the last annual report of this Division, *viz.* that the boys thus educated will be even more useless for ordinary work than those at present turned out by the Urdu Schools inasmuch as they will know still less of Marathi."

8. The details of the case of this Dvision are of course intimately known to me. I would only add that with the exception of Bombay I do not consider that the Municipalities are altogether doing their duty by their Mahomedan constituents, though of course the apathy of the Mahomedan leaders is largely to blame. I have however in many cases noted a tendency to overlook the claims of Mahomedans both to schools and preferment.

9. From the Northern Division the Educational Inspector reports :—

"The number of Mahomedans attending schools of all kinds rose from 15,062 to 20,919. This represents a percentage of 6·3 of the Mahomedan population. The percentage for Brahmins is 12·6, and for 'Other Hindus' 4·1.

* The population is taken from the census figures of 1901.

There are 748 in Secondary Schools. The majority of these are in the Ahmedabad and Surat districts and are chiefly represented by boys of the commercial classes attending schools in the cities of Ahmedabad and Surat. It is noteworthy that the Broach district, which is the chief Mahomedan district of this Division, returns less Mahomedans in Secondary Schools than the Ahmedabad and Surat districts. Of those who join English Schools a very small percentage complete the Anglo-vernacular course. The majority require only a limited knowledge of English for business purposes.

In each district 6 middle school scholarships of Rs. 3 per mensem and 3 high school scholarships of Rs. 5 per mensem are given every year; two of the former and one of the latter are reserved for Mahomedans. In the Ahmedabad and Kaira districts a Kaji Shahbuddin scholarship of Rs. 5 per mensem is given every year and is tenable for four years. For

admission to the Government scholarships the age limit for Mahomedans is two years higher than that for the advanced communities. It sometimes happens that for want of a candidate possessing the necessary amount of education the scholarships remain vacant.

Of the 20,122 Mahomedans in Primary Schools, 9,765, or a little less than half, are in Urdu Schools. The remainder attend Gujarati or Marathi schools. The number of Urdu schools rose from 83 to 113, of which 66 were maintained by the District Local Boards and 47 by the Municipalities. The 31* new schools were all under the District Local Boards and were mostly opened by means of the increased Government Grants.

* Municipal schools decreased by 1.

Strenuous endeavours have been made to spread education among the Mahomedans, and if only from the fact that of the six Deputy Inspectors two are Mahomedans and of the 25 Assistant Deputy Inspectors six, it will be clear, that this community receive adequate, it might be said more than adequate, attention. Next to the proverbial apathy of the people themselves, the chief difficulty in the way of the extension of Mahomedan education is the dearth of qualified Mahomedan teachers. Of the Mahomedan boys who study beyond standard IV the majority, who chiefly represent the commercial classes, prefer English education, and the number of those who remain on in the vernacular schools and prepare for the Vernacular Final Examination is very small. With a view to providing a large number of qualified teachers a central class was started in the Broach district seven years ago in which 15 Mahomedan boys specially selected from the whole district and lodged and boarded and given instruction in the subjects of Standard VI and VII and prepared for the Vernacular Final Examination and the Training College. During the seven years of its existence 38 students from the class have passed the Vernacular Final Examination. Of these, 21 are now serving as teachers and 4 are in the Training College, while 9 are serving in the Revenue Department. The class is attached to the District Local Board school at Tankaria, a large Mahomedan village. It is under the charge of a 3rd year trained Munshi on Rs. 45. The moral and physical welfare of the students is carefully attended to. I have no hesitation in saying that the class is an excellent institution and is fully carrying out the purpose with which it was founded, *viz.*, to raise the supply of qualified Mahomedan teachers. Indeed there is, I think, little doubt that Mahomedan Education in the Broach district is in the ascendant. As many as 30 Mahomedans passed the Vernacular Final Examination last year at the Broach centre.

I have strongly and repeatedly urged the desirability of opening a similar class in the Surat district, where there is a large Mahomedan population and the dearth of qualified Mahomedan teachers is specially felt. I trust that funds will shortly be available for this purpose. The difficulty here, however, is not only to raise a supply of men who have passed the Vernacular Final Examination but to induce such men to follow the poorly-paid profession of school-master. The Deputy Inspector reports that of the 22 Mahomedans who passed the Vernacular Final Examination during the past 5 years only 4 have joined the Department, 'while the rest have found more suitable empolyment out of India'. It will thus be necessary to induce a greater number to enter the Training College and become trained as teachers.

During the last five years 35 trained Mahomedan male teachers have been turned out from the Training College. There are at present 26 Mahomedans studying in the Training College. As showing that every facility is given to Mahomedans desirous of entering the Training College it may be mentioned that though out of 32 Mahomedans who appeared at the last Entrance Examination only 1 passed the examination fully, no less than 17 were admitted.

Another obstacle to the extension of Mahomedan Education is the Koran schools, of which there are a considerable number, especially in the Surat and Broach districts. With very rare exceptions, nothing is taught in these schools except the reading of the Koran, without understanding. In the Surat district they are said to be all founded and endowed by rich Mahomedans, usually 'residing in and trading with such distant places as Natal, Rangoon, Singapore, etc. The schools are conducted by Moulvies, who are paid a monthly salary varying from Rs. 15 to Rs. 25.' These Moulvies are incapable of giving any secular instruction because they have not the knowledge to do so. Nor have they any interest in doing so; on the contrary, they are said to usually 'hate any learning except that of the Koran.'

I have taken the above remarks from a report made by the Deputy Educational Inspector, Surat, on a suggestion made two years ago that an attempt should be made to spread secular education through the instrumentality of such schools, as has been done through the Mulla Schools in Sind.

In reporting on the same proposal Mr. Jalaludin S. Kadri, then Deputy Educational Inspector, Kaira, said: "It will be futile to attempt to convert purely religious institutions into semi-religious or secular schools, as they are conducted ostensibly for religious instruction and, being well endowed, rarely stand in need of any extra aid."

Out of 20 Moulvies consulted in the Broach district only 7 professed themselves to be prepared to give secular instruction if they were given a grant. It was not reported how many out of the 7 were able to read and write Gujarati.

There seems little doubt that there is nothing to be hoped for from the Moulvies in the way of Secondary Education. Nor have attempts which have been made to induce Mahomedan children to halve their time between the Moulvi and the village school usually been more successful. The fact seems to be that the Moulvies as a rule know nothing, and careless, about secular education. It must, however, be admitted that there are exceptions, and the Deputy Educational Inspector, Ahmedabad, reports cases in which he has been able to make arrangements for children to attend the local Madressa for half the time, and for half the time the ordinary village school.

The number of children returned as attending private Koran Schools is 6,657. A few of the Municipalities arrange for the teaching of the Koran in the Urdu schools at the beginning or end of the school hours proper. As the Koran is merely learnt by heart without being understood such instruction can apparently have no educational result. It has, however, the advantage of attracting children to the schools, Government have ruled that this practice is useless and should not be encouraged.

The Boards (*viz.*, the Taluka Local Boards and the Municipalities) have power to raise the percentage of free admission in the case of Mahomedan children. There is no limit to the extension of this concession and there is nothing to prevent them from making education entirely free for Mahomedans. If the necessity of paying fees in any case has the effect of keeping Mahomedan boys from school the Municipality or the Taluka Local Board is at fault in not allowing adequate concessions. I recognise, however, the responsibility of the Department for bringing such needs to the notice of the Boards.

It is, however, a question whether the Municipalities always make adequate provision for Mahomedan education. The Deputy Educational Inspector, Ahmedabad, reports that additional Urdu schools are required in Ahmedabad and Viramgam. He appears, however, to base his contention on the proportion of the number of Mahomedan children attending school to the Mahomedan population. It requires to be shown that full advantage is taken of the schools already in existence and that additional schools would mean any great increase in numbers. The Municipalities at the instigation of the Department opened a large number of additional Gujarati Branch schools out of the increased grant of 1903. But since then a large number of these schools have had to be closed because they could not keep up their numbers. More schools do not necessarily mean more children. What is wanted is an adequate supply of qualified Mahomedan teachers. The ordinary Mahomedan untrained assistant is as a rule a very inferior teacher, quite incapable of giving intelligent instruction.

The Gujarati-Urdu and Marathi-Urdu standards represent a slight modification of the ordinary Gujarati and Marathi Primary Standards with the addition of Urdu as a second language. The additional language is necessarily a great handicap to Mahomedans when competing with other communities, and, at all events, so far as Gujarat is concerned, it is hard to see what need exists for it in most cases.

The vast majority of the Mussalmans of Gujarat talk Gujarati exclusively. The Sunni Borahs of the Broach District talk Gujarati, while practically everywhere in the rural districts of Gujarat Gujarati is not only the language, but the only language, of the Mussalmans. In some of the towns 'Mussalmani' is talked by the Mahomedans among themselves; but such a dialect is so far removed from Urdu that any attempt to use the latter as a means of instruction in the schools would result in chaos. On the other hand these people are perfectly able to understand Gujarati and to talk it fairly accurately.

Pure Urdu is used as a language by some of the better class families in the cities and larger towns, notably by the Sayads, but the number of these is extremely small in proportion to the whole Mahomedan population. On the other hand, even that very small minority who use Urdu as a means of everyday communication among themselves are able both to talk and to understand Gujarati, the recognised vernacular of the Province.

Government have hitherto declined to recognise Urdu as a Vernacular in any part of this Presidency proper. Whatever may be the case in other parts of the Presidency there can be little doubt that in Gujarat it is not used as a vernacular except by a very small minority and that any recognition of it as such, or any attempt to use it as a means of instruction in the schools, would be detrimental to the material interests of the Mahomedans.

A hostel for Mahomedan boys was opened last year under the auspices of the Anjuman-i-Islam at Broach. Here from 25 to 30 boys are lodged and boarded; for their ordinary education they attend the various local schools. There is also a hostel for Mahomedan boys maintained in connection with the Mahomedia Madressa at Rander in the Surat district. The expenses of this hostel are defrayed by a rich Mahomedan, who also pays for the expenses of a primary and an anglo-vernacular school in connection with it.

The number of Mahomedan girls in schools rose from 2,439 to 3,296, giving a percentage of 2·03 to the total Mahomedan female population, against 7·2 for Brahmins and 1·5 for 'Other Hindus'. There are in all 25 special Urdu Girls' Schools in this Division, of which 10 are maintained by the District Local Boards and 9 by the Municipalities. The difficulty of securing qualified Mahomedan female teachers is greater even than in the case of male teachers. Most of

the Girls' Schools are in the charge of men of mature years. There are at present 4 Mahomedan girls studying in the Training College for Women."

10. Mr. Lory's report is peculiarly interesting as it has been decided to make his Division the scene of an experiment in the way of an out and out Urdu Training Class, *i. e.*, one in which even the vehicle of instruction is to be Urdu and Gujaráti will be taught for only one period a day Also at the Vernacular Final Examination in future a paper will be set and may be answered, entirely in Urdu. It is hoped that the Masters so trained will be specially useful in Bombay the Municipality of which city is the largest and most munificent patron of this class of master. If the experiment is a success the same system will be tried in the Central Division and Southern Division.

11. In the Southern Division where Mahomedans are generally fewer and poorer the special Mahomedan Deputy finds the same obstacles to progress and the same impossibility of finding qualified teachers.

A deeper depth is revealed by the remark in the course of his report "*The incompetent and unpassed men do not improve their numbers because they fear they might be replaced by passed or trained men.*" With parents apathetic and indifferent when not hostile, with priests actively inimical, with teachers studious to avoid any increase or progress calculated to warrant the appointment of a better man (by transfer from some other school) and above all where Urdu is sparsely and imperfectly spoken such progress as is achieved must be considered a regular 'tour de force.' The danger is that the demand may be unreal and that in a desire to show expansion and progress quality may be sacrificed to quantity.

Inasmuch as a bad school is a bad thing, it would be better to have none at all than bad ones, and I opine that the number of schools should only equal the number which can be staffed with trained and passed teachers and not exceed it.

12. The Special Mahomedan Deputy also reports :—

"The number of Urdu schools in the Division was 243 on 31st March 1912 against 157 on 31st March 1908. The expansion of schools has been well appreciated and this is evident from the fact that the number in some of the new schools has risen to 90. Mahomedans of some of the villages in the Ratnágiri District have erected buildings in anticipation of getting Urdu schools and have applied for new schools. About 150 more new Urdu schools are wanted for the Division.

The attendance in the Urdu schools at the end of March 1912 was 13,019 against 7,310 at the end of March 1908. The rise in the number of attendance is due to new schools and the facilities given to Mahomedans. The improvement in number is in the right direction as it is attended by improvement in efficiency also. At the end of March 1911, there were 4,510 scholars under standards in Urdu schools. This number has risen to 5,762 at the end of March 1912. When arrangements for sufficient supply of trained and competent untrained men are made, these schools will show decided improvement in efficiency also.

The total number of Mahomedans in Primary schools of all classes in the Division on 31st March 1912 was 20,453 against 14,040 on 31st March 1908. The increase in number is chiefly due to the rise in the number in the Urdu schools. The fall in number in Dhárwár in 1910-11, Belgaum in 1908-09, Bijápur in 1911-12 and Kánara in 1910-11 and 1911-12 was due to plague especially and to cholera and small-pox partly and the fall was not real as the number in the schools closed on account of plague was not taken into account.

I am glad to note here that the Mahomedan children attending schools are more neat and clean than they used to be before, and there is no instance of their having disobeyed the disciplinary rules.

I have already said in my last two annual reports about the interest which the Mahomedans of the Division have been taking in educating the children of their community. The Urdu Conference held at Poona at different times during the last five years has not only kept up but increased the awakening among the Mahomedans. In almost all the districts of the Division, there are Mussalman Anjumans in big towns and even in villages. They support poor Mahomedan boys by paying their school fees, etc.

The most remarkable thing I observed in Urdu schools was the deep impression of love and loyalty to Their Most Gracious Majesties King Emperor George V and Queen Empress Mary made by their Majesties' visit to This country, the celebration of Delhi Darbar Day in schools and the distribution of the Coronation medals. Every school pupil wears the Coronation medal with joy and pride and knows who their Emperor is."

13. The Education Inspector adds the following note :—

"During the quinquennim the number of Urdu schools rose from 120 with 5,755 pupils to 206 with 11,893 pupils, and the number of classes from 32 with 620 pupils to 37 with 1,126 pupils. The rise is very marked, and is due to (1) the inducement offered in the form of scholarships, (2) the special free studentships sanctioned by Táluka and District Local Boards, (3) the formation of Anjumans and the interest in education awakened and fostered by the leading men of the community and (4) the special endeavours of the Urdu Inspecting staff. There are four Mahomedans from this Division in the Arts Colleges, 475 in Secondary Schools, 50 Special schools, including (24 + 1) in the Training Colleges for Men and Women and 26,018 in Primary schools. The number of Middle and High school scholars was 12 and 29 in 1906-1907 and 17 and 34 in 1911-12. In 1911-12 out of 131 youths that appeared for the Vernacular Final Examination 49 passed. The Mahomedans are, on the whole, making rapid strides on the way to education and enlightenment.

The great obstacles in their way are (1) the want of teachers, a natural one and (2) their hankering after the Urdu of North India—an artificial one. Regarding the want of teachers (1) a Special Urdu class reading for the Vernacular Final Examination preparatory to entrance into the Training College with 10 scholarships in connection with the Practising school at Dhárwár (2) three Central Urdu Schools with 40 scholarships of Rs. 7 in the districts of Dhárwár, Bijápur and Ratnágiri and (3) the appointment of a Urdu teacher in the Dhárwár Training College are under consideration and these measures will remove the difficulty. The second is for the community to solve, and there are at present many good Mahomedans who could solve it satisfactorily."

14. The Educational Inspector in Sind reports:—

"The total number of Mahomedans under public instruction increased from 35,750 to 42,710. The most remarkable increase occurred in the year 1911-1912, being an increase of 3,882 on the previous year, whereas the increase for the quinquennium was 6,960. The number in the D. J. Sind College increased from 6 to 21; (a few Mahomedans also joined other colleges, particularly the M. A. O. College, Aligarh, and the Bahauddin College, Junágadh. In the latter Institution Mahomedans are exempted from the payment of fees) those in Secondary schools from 914 to 1,333; those in Primary schools from 34,478 to 40,964; and those in special schools from 352 to 392 including 5 in commercial school. The number of pupils of Mulla schools induced annually by the Mullas to join Local Board schools in consideration of extra grant rose from 625 to 660, 532 Mahomedans appeared for the Vernacular Final Examination in 1911-1912 of whom 276 passed; in 1906-07, 145 out of 322 passed. Out of a total of 146 in the Training College omitting those under further Training in 1912, 68 were Mahomedans. In 1906-07 47 out of 112 were Mahomedans. The number admitted to the College was 19 in 1906-1907 and 28 in 1911-1912. The number admitted in 1901-02 was 8 only.

Scholarships of value ranging from Re. 1 to Rs. 8 were held by Mahomedans in Local Board schools. Scholarships were also given to boys who proceeded to the Sind Madressah after completing the course at the Nausharo Madressah. Middle school scholarships and High school scholarships annually are reserved for backward classes including Mahomedans. Sir Alimurad scholarships of the value of Rs. 20 per mensem are also given annually to certain candidates who have passed the Matriculation Examination and join a College. Two scholarships of the value of Rs. 40 per mensem are now being given each year by arrangement with the Local Boards in Sind to scholars selected from boys who have passed the Matriculation Examination and bind themselves to study for the B.A. degree, and subsequently, when deemed fit, to serve as inspecting Officers. There were in March 1912 three men in the Department obtained in this way, two, who have been trained, working as Assistant Deputy Inspectors and one, who is on probation and training for Inspecting work as a teacher in the N. J. High School. It was not found possible to secure well-qualified Mahomedans for the Department in any other way and these scholarships, in spite of their high value, were not very popular, Mahomedans not considering the prospects in the Educational Department sufficiently attractive.

The Sind Madressah continued to do successful work. The Naushahro Madressah which had been conducted as a Zamindár's school was taken over by the District Local Board in 1908-09. A Madressah was opened at Pithoro by the Thar and Párkar District Local Board in 1908-09 and became recognised as an Anglo-Vernacular school in the year 1911-12. Both have Primary Branches attached and have developed into flourishing Institutions with 81 and 31 boys respectively. At Naushahro during the last year English education was given up to and including Standard VI and at Pithoro Standard III. Both institutions had mosques attached, good Boarding Houses and spacious playing fields, and the staff was entirely Mahomedan. The numbers at Lárkána Madressah declined, as shown in paragraph 7. At Sukkur a Mahomedan Boarding House was opened, the boarders attending schools in the town. There appears to be some intention of opening a special school in connection therewith, but I doubt whether it is a wise policy. This school which would mean both Vernacular and A.-V. branches would require a most expensive staff and the Municipal schools and the High School which is only a few yards away can supply all their needs. The boys can still remain under the supervision of the Superintendent of the Boarding House and receive religious instruction there. At Mehar in the Lárkána District a Madressah with 40 pupils was registered for grant in 1912-13.

A very large number of the Mahomedans in Local Board Schools pay no fees.

It is only necessary to add that in one district only (Thar and Párkar) was there no Mahomedan on the Inspecting staff."

15. In Káthiáwár the number of Mahomedans under instruction rose from 11,283 to 15,147. There has been considerable progress in primary education and this is reported as being due to the recent awakening of the community, and the special facilities in the form of scholarships and free studentships. There are only 5 Urdu schools in all Káthiáwár and the number of trained Mahomedan teachers is very small; there is one Mahomedan student in the Training College.

16 From Aden it is reported that most of the Mahomedan teachers have completely adopted the Mullah system in vogue in Sind and the great improvement that has taken place in them within the last two years is due to the increase in the amount of Government grants to them. The system was instituted in Sind some ten years ago by Mr. A. G. Wright.

17. On the whole I believe that the awakening which Dr. Selby had detected as stated in his report has proceeded much further and that the 'conviction that without education they (Mahomedans) can in the world of to-day do nothing' has sunk deeper and deeper into the minds of the leaders of the community. As I have stated above I have always held that the temporal salvation of the community lies through the Vernaculars and English. But if it can be shown that it lies rather through Urdu and English I agree with Sir Ibrahim Rahimtoola that the movement should be used for all it is worth. Even in this Presidency it is far better that Mahomedan men and women should be educated in Urdu than that they should not be educated at all.

CHAPTER XII.

Education of Backward Classes.

1. In the Central Division the total number of pupils of aboriginal and hill tribes has risen during the *quinquennium* under report from 2,069 to 3,478, though there are now only 90 girls as against 101.

2. Of the total only 2 are in high schools while 15 are in special schools and the remainder in primary. Of the said 15 there are 4 in the Yerávda Reformatory. Mr. Godbole reports :—

"The total increase of 1,409 pupils is mainly due to the numerous new schools specially started during the *quinquennium* for the benefit of these tribes in the Poona, Nagar and West Khándesh Districts. The attendance could not, however, improve in the Sátára and Sholápur Districts. Mr. Brahme reports that the population of this class of people in his district is so low that it is almost impossible to bring a large number of pupils under instruction. Besides, ready employment can be found by these people in business centres like Sholápur and they consider that education will not help them in their avocation.

The Akola Dángs schools in the Nagar District with small money rewards for regular attendance and prizes in the form of clothes at the time of annual inspection are progressing very fairly. The Koli schools in the hilly tracts to the north-west of Khed and Junnar Tálukás of the Poona District are also shewing slow progress. But some of the hill tribes schools of the West Khándesh District, which are yet in their infancy, have been swinging between life and death. The schools in the Nandurbár Táluka have, however, been giving encouragement and appear to have taken root. Similarly the school at Dhadgaon, started only in February 1911, deserves special mention. This school represents the second attempt of the Department on behalf of the Bhils of an extremely inaccessible peta. Dhadgaon is the head-quarters of the peta and is on the height of the Sátpurás. The attendance in the school at the end of March 1911 was 20 which has risen to 32 during the last year. To encourage regular attendance monthly scholarships of annas 4 are paid to the pupils. Besides this, money prizes are distributed to successful pupils at the annual examinations at the rate of two annas for every four-anna piece received during the year. The idea of scholarships and money rewards was suggested by the system obtaining in the Mokháda Peta of the Thána District.

The hostels at Ambegaon and Ghoda in the Poona District are reported to be progressing fairly. The hostel at Peint gives a very poor attendance of 4 pupils, and Mr. Apte is not very hopeful of the number ever increasing owing to the unhealthy climate of the place and want of students learning at least Vernacular Standard IV. The hostel at Nandurbár in the West Khándesh District is reported to be somewhat losing in favour. The reason of this, as Mr. Pundlik reports, is that the parents of the boarders vaguely thought that the condition of working as teachers would not be imposed upon their children on their leaving the hostel as is generally done in Training schools. But they have been disabused of this idea and successful boarders have been made to serve as teachers. The Bhils of the western parts of Nandurbár are happily placed in life and are owners of land and they look with disfavour upon the idea of their sons becoming members of the teaching profession which, besides being ill-paid, weans the boys from their homes and landed estates. Mr. Pundlik thinks it unnecessary, at least for the present, to take any steps to undo this belief of the people, unless experience has shewn for certain that the interest of the Bhils in the hostel has waned.

The success achieved during the *quinquennium* can be briefly summarized as under. All the hostels could send some of their students for the Vernacular Final Examination and secure fair results. A few of the successful candidates were sent to the Training schools and were subsequently employed as teachers. Those that did not prefer going to the Training schools were employed in the hill-tribes-schools, while the remaining secured elementary knowledge.

Besides the scholarships, money rewards, etc., the pupils of these tribes are given slates, pencils, books, clothing, etc., in addition to free education, and thus every possible effort is being made to attract the children of these aboriginal people to schools. It is, however, to be regretted that the progress made is very slow and quite disproportionate to the amount spent and facilities afforded."

3. Of the depressed classes in the same division the number of pupils has risen from 9,022 to 13,862, a gratifying and creditable increase—as is also that in the number of girls, *viz.*, 520.

4. During the last 5 years 4 members of the depressed classes have received university education (none did this during the last *quinquennium*),

111 are attending secondary schools and 218 are at special schools. Forty of these are at the Yerávda Reformatory.

5. These figures are satisfactory and encouraging—saving the ultimate 40.

The Educational Inspector reports :—

"The advance in education made by the depressed classes during the last five years in the face of difficulties like poverty, caste prejudices, etc., clearly shews that they are gradually beginning to appreciate the efforts of the Department and the various Christian Missions in the direction of educating them and thus lifting them up morally and socially. The facilities afforded by the Department in the shape of scholarships, prizes, etc., have been chiefly instrumental in creating a taste for education among the depressed classes. The scholars of the depressed classes have succeeded in passing the Vernacular Final Examination and subsequently gaining admission into the Training College. Some of the low caste schools have now thus secured trained low caste teachers. During the *quinquennium* under report many new schools and classes were opened for the benefit of depressed classes in the various districts of this division. Mr. Khare, the Poona Deputy, reports that the tendency of the depressed classes to remove their children from school directly they can be made to earn something continues as usual. This naturally hampers progress, which otherwise would have been clearly visible. In the Násik District Mr. Apte found the children of the depressed classes to be in no way inferior in intelligence to children of other classes and that they shewed considerable eagerness for learning. In the exhibition of Modi copy-writing three low caste boys got prizes for good handwriting. It is gratifying to note here that in some schools of the Násik District no objection was raised to the depressed class boys sitting with other boys in the same room.

The efforts of the Depressed Classes Mission in the interest of these people are praiseworthy, as it is working disinterestedly side by side with the Department and Missionary bodies in improving the condition of these classes."

6. In the Northern Division progress is visible among the aboriginal and hill tribes, the total number of pupils in British districts rising from 8,336 to 14,353.

The Educational Inspector reports :—

"Children of these communities are always admitted free, while in most districts small 'bribes' of cloth and other articles are given. Books are also distributed free to a certain extent. It is greatly to be desired that more should be done in this direction.

The instruction given in schools attended by children of this class is nominally according to the Rural Standards, but Inspecting Officers have strict injunctions to inspect the schools leniently and to insist on nothing beyond a knowledge of the '3 Rs.' Government have had under consideration the question of further simplifying the Rural Standards, and the solution of that question is awaited. Before this question was taken up special standards had already been under preparation for the Bhil schools of the Panch Mahals, and it was intended to introduce them also in the hill and jungly tracts of the Thána and Surat Districts. Such standards are undoubtedly required. Perhaps, however, the greatest difficulty the schools have to contend against is the need for easier, simpler Readers, the Departmental Series, certainly beyond Book III, being too difficult for such schools.

It is chiefly in the Thána, Surat and Panch Mahals Districts that members of the true aboriginal communities are to be found.

It was further recommended by Mr. Giles that selected boys belonging to these communities should be specially educated in a central school for the purpose of becoming masters in the village schools of the petha.

The system recommended by Mr. Orr has been followed. Special rewards of 4 annas *per mensem* are given for regular attendance; a further sum calculated at the rate of annas 2 *per mensem* for every month of regular attendance is given at the end of the year to any child who passes the annual examination. Gifts in the shape of caps, cloth and other articles are also made. The result has been that while ten years ago there were only four schools containing 113 children in the petha there are now 18 schools with 907 children on the rolls. It is to be noted that 45 Koli girls attend the schools.

That the reward system has succeeded there is no doubt, and education seems to have made real progress in the táluka. The following story told by the Deputy Educational Inspector is instructive :—"A certain *sávkár* in one of the villages ridiculed the idea of educating the Kolis. A boy of about 16 years was then standing by, and on enquiry it was learnt that he attended the local village school some two years ago. The *sávkár*, who was then calculating interest on a sum advanced to his tenant, was asked to set the sum to the boy who to the utter disappointment of the *sávkár*, did it correctly and

without much difficulty. He was then asked to read a manuscript letter written in the Modi character which he also did fairly through with some spelling. The performance of the boy, it is needless to say, silenced the *sávkár*."

The plan of educating boys belonging to the backward communities to serve as teachers in the village schools has also been put into effect. A class has been attached to the Mokháda school in which boys are taught the three highest vernacular standards and are prepared for the Vernacular Final Examination. The boys are selected from the whole peta and are lodged in special quarters under the superintendence of the Head Master and receive a stipend of Rs. 4 *per mensem* each. Four teachers, who have passed the Vernacular Final Examination, have now been supplied to the schools from this class. The Deputy Educational Inspector reports regarding them that 'they are found to be unable to exercise any real influence over their kinsmen in securing more attendance ,etc., on account of the absence of any real superiority on their part over an ordinary villager of the peta in habits of work and moral calibre generally.' It would be unfair to condemn the experiment on the evidence of the failure of these four men to shew any conspicuous merit, and further experience is required before a final judgment can be formed. I fear, however, that the truth is as indicated by the Deputy Inspector. It means, however, nothing more that we cannot expect these people to advance of their own free-will. Education can only be spread among them by means of bribery or compulsion. The value of such education is, of course, only secondary. It is, however, to be hoped that the possession of a little education may create a taste for more.

Previous endeavours to spread education among the Kaliparaj people of the Surat District were uniformly successful, though trained teachers on Rs. 25 were in some cases placed in charge of the schools. The failure of the schools was commonly attributed to the want of sympathy of the teachers towards these backward people. It was therefore determined to create a supply of qualified Kaliparaj teachers. For this purpose a central boarding school was started in the Mándvi Táluka in the heart of the Kaliparaj country in the year 1904. Here 50 boys, selected from the whole district, are lodged, fed and clothed at the expense of the District Local Board. They are looked after by a Head Master on Rs 60 and a competent staff who also live on the premises. They are taught the course of Standards IV to VII and are prepared for the Vernacular Final Examination. The following account from the report of the Deputy Educational Inspector will give some idea of the success of this institution:—

> 'The Godsamba boarding school which was in its infancy in 1906-1907 is now a full-fledged institution. It prepared 50 candidates for the Vernacular Final Examination of whom 45 passed. It sent up 10 men for the Training College Entrance Examination and passed them all. For three years successively the first place among the passed pupils at this examination was secured by a Godsamba scholar. At the Vernacular Final Examination too the first two places are usually taken by its scholars. Six of its pupils have come out from the Training College with certificates and are now posted to schools where their presence is considered necessary. The school also sent out 31 passed men as teachers, most of whom are giving a satisfactory account of their work. The school well fulfils the object with which it has been founded.'

The institution is indeed a model one and its success has been phenomenal. As reported by the Deputy Educational Inspector for three years running a boy from this school has stood first at the Entrance Examination of the Ahmedabad Training College at which there are usually some 500 competitors from the whole of Gujarát, the majority belonging to the Bráhmanical and other advanced communities. It is a signal proof on the one hand of the advantages of a continued course of the intelligent instruction under favourable physical conditions in a well ordered boarding school over the education which the ordinary boy acquires in the village or town day school. And on the other hand it affords interesting evidence of the fact that the mental calibre of these backward aboriginal people is in no way inferior to that of communities who have been using nothing but their brains for thousands of years.

There are now 3,564 Kaliparaj children attending school in the Surat District. Some 45 schools are wholly or mainly attended by children of this class.

In the Panch Mahál there were 391 Bhils against 346 at the close of the last *quinquennium*. These figures cannot be regarded as satisfactory, considering that the population of the two Northern Mahál (Dohad and Jhálod) is chiefly composed of this community. With the object of securing a supply of Bhil teachers a special class was opened five years ago in connection with one of the ordinary schools and a few boys were boarded and lodged free and prepared for the Vernacular Final Examination. The class gradually grew and was in April 1911 transferred to Dohad where special buildings had been erected by the Board at a cost of Rs. 15,000. Here 23 Bhil boys are lodged and boarded. The school is under the charge of a Head Master on Rs. 50—60. The full accommodation is for 50, but it has so far not been possible to admit the full number owing to the inability of the Board to provide sufficient stipends. Government have now given a grant for the purpose and the number of students will be gradually increased.

They are taught Standards IV to VII and receive elementary instruction in agriculture. Four boys passed the Vernacular Final Examination from the Garbada class, and 5 last year from the Dohad school. Of these 9, 8 have become teachers. Careful attention is paid to the moral education of the boys, and an attempt is made to inculcate habits of temperance, thrift and industry, with the object that the example and teaching of those who are educated in this school may ultimately lead to the spread of such habits among the Bhils generally. 'That this aim has already begun to be fulfilled to some appreciable extent,' reports the Deputy Educational Inspector, 'can be gathered from the high reputation the Central Bhil school boys command in their native villages, by reason of their neat and orderly appearance and their regular and temperate life.' It seems to me to be somewhat early to thus estimate results, but there is little doubt that the school has made a good start. What its influence on the mass of the Bhils will be remains to be seen.

In the Broach District there were 964 Koli, Bhil, and Talávia children attending school against 1,251 in 1907. The decline is due to the fact that the Broach District Local Board has been forced by financial circumstances to close a number of small schools, and the schools closed were largely attended by children of this class. The Board maintained a special class attached to the Diwa school where 15 youths of these communities are taught the subjects of Standards VI and VII and prepared for the Vernacular Final Examination, after passing which they remain on for a year in a Continuation Class to be trained as teachers. Since its foundation in the year 1905-1906 21 boys have completed the course of the Continuation Class after passing the Vernacular Final Examination, 14 of whom are now serving in schools, while 4 are receiving instruction at the Ahmedabad Training College. The students are lodged and boarded free and are under the direct superintendence of the Head Master. The class has, without doubt, been a success, but it is to be regretted that the teachers it has turned out have so far not succeeded in drawing to the schools a larger number of children of their own communities.

The Kolis and Dharálás of the Ahmedabad and Kaira Districts are usually classed among the aboriginal tribes for the purposes of this report. It is doubtful whether the term can be fairly applied to them, particularly to the Ahmedabad Kolis, many of whom are comparatively successful and well-to-do cultivators. As, however, Government have recently declared the Dharálás of the Kaira District to be a criminal tribe special interest attaches to the attempts to encourage education among them. There has been a great moral and intellectual advance among the Dharálás of late years, which is attributable to the preaching of the Sádhu Daduram . . , who belonged to this community. Owing to his influence meetings were convened at which the Dharálás bound themselves to abstain from excessive drinking, from theft and from extravagant expenditure on marriages. It appears that the influence of the sage, who died about two years ago, was real and there seems to have been a genuine movement in the direction of reform, as is clearly evidenced by the great increase in the number of Dharálás attending school, which rose from 1,678 (including 28 girls) in 1907 to 6,137 (including 221 girls). The increase is, of course, largely due to the large number of new schools opened in the district out of the various Government grants. But this is not sufficient in itself to account for the increase, which is undoubtedly due to a genuine desire for education on the part of the people themselves. Four Dharálá boys from the Kaira District passed the Vernacular Final Examination last year.

In the Ahmedabad District the number of children attending school rose from 1,524 to 2,084. Of the latter figure only 39 were true aboriginals, representing Bhils in the Prántij and Modása Tálukás, the remainder being Kolis, who, as stated above, though backward, are far removed from the stage of civilisation represented by the Bhil of the Panch Mahás or the Koli of the Thána hills.

In the Native States the numbers rose from 1,757 to 2,299. More than half of these were in the Rewa Kántha Agency and nearly 1,000 of the latter were in the Rájpipla State. This State gives special rewards to Bhil and other Kaliparaj children for attendance at school. It also gives scholarships of Rs. 4 each *per mensem* in its main school at Nándod, the State capital, with the object of educating youths of these communities for its schools in hilly and jungly parts."

7. The number of pupils of the depressed classes in this division rose from 3,491 to 5,744 and there are now 80 schools for these children.

8. Fifteen pupils are in secondary schools. The Deputy Inspectors report that there is plenty of scope for the extension of education among the depressed classes but that dearth of teachers militates against it. Even for Urdu schools qualified Musalmán teachers cannot be procured.

9. As the Inspector rightly observes, the question of industrial education is of even greater importance in the case of these people than that of the purely literary and mental. The hand-loom weaving of Gujarát is in the hands of Dheds, an intelligent community well able to look after itself. Some of the

Missionary Societies have assisted in reviving the hand-loom industry among these people by supplying them with improved kinds of looms.

10. Greater and more extended efforts require to be taken if this decaying industry is to be rescued.

11. In the Southern Division similar if smaller increase is recorded in the number of pupils from the backward classes under instruction. The total number of children of aboriginal and hill tribes at the beginning of the quinquennium was 277 and at the end 780. Of these 595 were in the Kolába District.

12. The Educational Inspector remarks :—

"There are 8 special schools for Katkaris attended by 403 pupils who receive a nitwa of rice on the day of attendance. There is a boarding house attached to the Neral school where Katkari lads are fed, clothed, and lodged under supervision, with a view to educate them to become teachers of Katkari schools. The boarding house was first started on 30th March 1909. On 31st March 1912 the total number of boarders was 23 against 9 of the last year.

Rs. 659 were spent on this boarding house against Rs. 291 of the last year.

Mr. * Haji Miya was good enough to take the boarders to Bombay at his expense on the occasion of Their Imperial Majesties' visit. United Free Church Mission also maintains two Katkari schools and receives a grant of Rs. 500 from Local funds.

In the Bijápur District the children of the Criminal Tribes are sent to ordinary Local Board schools, and are given small monthly stipends by the Assistant Collector on special duty from a special grant placed at his disposal. The grant is Rs. 600, of which the Educational Local Fund pays Rs. 300.

In the Dhárwár District there was only one special school for the children of people of the Criminal Tribes in 1906-07. This year a class has been attached to the Kalghatgi school in addition to the one school stated above. The Deputy Inspector, Dhárwár, reports that no pains are spared with regard to the improvement of these tribes, and that every possible consideration is shown to them, to induce them to send their children to schools; school fees are remitted, scholarships are given, books and slates and dhotars and other articles are provided free to the children of these classes by way of encouragement."

13. The number of pupils of the depressed classes was 3,219 at the beginning of the quinquennium and 6,306 at the end thereof. No less than 55 of these are in secondary schools.

14. The Inspector reports that :—

"Some of the depressed class children are reading in higher standards and successfully holding their own against the high class Hindus. A dhed girl from Haliyál (Kánara District) Municipal school is now studying in the Practising school with a view to enter the Training College for Women, Dhárwár. Mr. Fernandez says of her 'My examination of her at school showed in a striking manner her high level of intelligence capable of doing credit to any girl of any caste. When she comes out after training she bids fair to be an important means in the diffusion of learning among her own people. There is plenty of native talent among other sections of people as well, but owing to social customs and otherwise, its development is greatly handicapped."

The Deputy Inspector, Kolába, reports that the Dásgaum class, Tol, and Tale Mahar schools deserve special mention. Two low caste teachers appeared for the Vernacular Final Examination in Ratnágiri and one passed. A Mahar boy from the Bilgi school in Bijápur passed the Vernacular Final Examination, but he is reported to be unwilling to be a teacher. A couple of low caste boys passed the School Final from Dhárwár and Belgaum High Schools but none is willing to be a teacher. The Belgaum Deputy Inspector reports that one Bharma Virappa, master, low caste school, Kanagali, is a competent teacher though unpassed. His pay is raised to Rs. 15. He further remarks 'Even Mahomedans hesitate to touch these people. Nay, even amongst low castes, the Mahars, the Dhers, the Chamars and Mangs do not touch one another.'

The Mission bodies deserve mention for being the first in the field to elevate these classes and for having done them a considerable good.

The Depressed Class Mission presided over by the Honourable Sir Narayanrao Chandavarkar propose to start a boarding house for these classes at Hubli, and educate the boarders in the ordinary public schools at Hubli, primary and secondary, under the supervision of a member of the Mission."

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* A rich contractor at Neral.

15. In Sind the settlements of the Criminal tribe of Hurs have been broken up and the (Hyderabad District) schools closed. In the Thar and Parkar District there are 32 such pupils at school.

16. As to the depressed classes the Educational Inspector observes :—

"The total number of pupils from the depressed classes increased from 283 at the beginning of quinquennium to 292. The figures are as usual somewhat vague. In many places there is little prejudice against these people and they are not usually regarded as 'untouchable' except in parts of the Thar and Párkar District. The figures for 1911-12 include 53 Bhils as against 23 in the beginning of the quinquennium and it has been customary to include the Bhils in Sind among the depressed classes. There are, I believe, at least two castes or divisions of Bhils in the Panch Mahâls which preserve some minor distinctions, but neither can, if I am correctly informed, be properly counted among the 'depressed classes.' They belong rather to the 'Aboriginal and Hill Tribes.'"

17. In Káthiáwár the Bhils and Kolis are considered to be aborigines. They number some quarter of a million and some have come into close contact with civilised communities. Both tribes are highly indifferent to education though the primary schools are open to them and they are exempted from the payment of fees. During the quinquennium the numbers fell from 102 to 39 chiefly owing to the fact that the last year under report was one of scarcity and the children were compelled to drop education in favour of an endeavour to get food.

18. Of the depressed classes 3 children were reported to be at school at the beginning of the quinquennium and there are now 42.

19. There are no special schools for children of these castes and the unfortunate little untouchables have to sit in the verandahs of the schools they attend and imbibe such instruction as may filter out to them.

CHAPTER XIII.

Schools for Defective Children.

1. These exist chiefly in the Central Division, and their number has increased from 5 to 6 owing to the institution during the quinquennium of Date's School for the Deaf and Dumb at Bombay.

There are 142 pupils (including 33 girls) in these schools as against 116 (including 18 girls) at the beginning of the quinquennium.

It is reported that the Industrial Department in Miss Millard's School for the Blind in Bombay is working well and that the good and philanthropic work of those responsible for it deserves credit.

Tailoring, Tape-weaving and Cane and Bamboo work in the Victoria Memorial School for the Blind are well taught. Much attention is also paid to vocal and instrumental music—both with educational and utilitarian motives.

The new school started by Professor Date is as yet too young to be judged, but much is hoped of it.

2. There is a school for deaf-mutes in Ahmedabad which has 23 on the rolls and receives a grant from Government of Rs. 100.

The Irish Presbyterian Mission maintains a school for blind children at Prántij which has 3 on the rolls and receives a grant of Rs. 150.

CHAPTER XIV.

Reformatory Schools.

1. The Yeravda Reformatory School contained 155 boys on 31st March 1912 as against 148 at the end of 1906-07. The school year however ends with the calendar year and according to the Annual Report of the school for the year 1911 the attendance on 31st December 1911 was 178 as against 166 on the same date of 1906.

Of these 178 it is interesting to note that 37 were Low Castes, 40 Mahomedans, 4 Christians, 7 Bráhmans and 90 other Hindus.

Of these boys again, 3 were under 12 years of age, 21 were under fourteen, 76 under sixteen and the remaining 78 either of or over 16 years.

Of 29 boys admitted last year, 21 were convicted of theft, 4 of house-breaking, 1 of causing hurt, 1 of unnatural offence, 1 of rape, and 1 of culpable homicide.

The behaviour of the boys was on the whole good.

Of the 38 discharged last year on expiry of sentence 13 had been taught gardening, 11 carpentry, 5 smith's work, 5 book-binding and compositor's work. 3 painting and varnishing and 1 tailoring.

During the previous triennium, of 115 boys discharged, 42 are reported at following the occupations taught in the Reformatory, 44 as following other industries, 6 as living with their parents, 6 as dead, 3 *only* as re-convicted and 14 as untraceable.

The percentage of discharged boys earning an honest livelihood is 84·4 while the percentage that cannot be traced is 12·1.

The health of the boys is good and there was no death in the school the last year under report and a daily average of only 1·6 of sick in the school hospital.

The net charge for the Reformatory upon Provincial Funds for the last year under report was Rs. 20,650.

The school is doing excellent work under the competent and conscientious superintendent Mr. N. M. Pajnigar.

2. The David Sassoon Industrial and Reformatory School, Bombay, has at last been removed from its former depressing and unwholesome site to a satisfactory location at Mátunga.

At the end of the quinquennium it had an attendance of 216 as against 211 at the beginning.

The new buildings, dormitory and site, are entirely satisfactory and the Superintendent is of opinion that the health of the boys has materially and noticeably improved since the transfer. I was surprised however to note that the originally contemplated connection with the sewers was found to be impossible.

The Inspector reports that the school is doing most useful work.

CHAPTER XV.

Hostels and Boarding-Houses.

1. In the course of his No. 379 of February 13th, 1912, the Honourable Mr. H. Sharp, C.I.E., Joint Secretary to the Government of India in the Educational Department, announced that of the Coronation Darbar grant of 50 lakhs for Education, the sum of 5 lakhs would be devoted to the provision and improvement of hostels and that Rs. 48,000 of the sum was allotted to this Presidency; and wrote "It is presumed that in the first instance the grant now made will mainly be expended upon the erection of buildings for the reception of pupils in Colleges and High Schools. The Government of India, however, are deeply impressed with the importance of making proper provision for superintendence in hostels. The growth of these institutions will throw upon budgets an ever-increasing recurrent charge, and I am to say that Local Governments will be responsible for meeting this charge."

2. A non-recurring grant of 3 lakhs was also announced in March in addition.

3. The undoubted improvement in hostels and boarding-houses witnessed by this quinquennium will thus be maintained and increased in the next.

4. In the Central Division, which is best provided with these institutions there are 12 Government hostels accommodating 850 male pupils, 5 Local Board with 18 pupils, 1 in the Aundh State with 58, 22 Aided with 1,639 and 11 Unaided with 597. There are 2 Government hostels for females with 187 pupils, and 12 Aided with 744. In the Northern Division the Educational Inspector reports :—

"The total number of inmates residing in hostels attached to Government Institutions in British Districts is 598. Besides these there are a large number of hostels under private and other bodies. Most of those referred to are Mission boarding schools and orphanages.

Only two Government High Schools, those at Nadiad and Godhra, have hostels attached to them. The former had 60 inmates and the latter 53. They are both excellent institutions in every way. They are under the close supervision of the Head Masters, who are furnished with rent-free houses in the compounds of the hostels. A hostel for 108 boys is under construction for the R. C. High School, Ahmedabad, and one for 60 boys for the Broach High School. These two buildings will be ready for use in June 1913. It is also hoped that the erection of a hostel for the Surat High School will soon be taken in hand.

I have elsewhere referred to the excellent hostel for sons of Talukdars recently opened by the Talukdari Settlement Officer at Dhandhuka in the Ahmedabad District. A similar hostel has been opened at Nadiad. Boys from these two hostels attend the local primary and secondary schools. A hostel for Mahomedan boys has been recently opened at Broach under the auspices of the Local Anjuman-i-Islam.

I have elsewhere in this report referred to the Central Boarding School for Kaliparaj boys maintained by the Surat District Local Board at Godsamba; also to the Bhil Central School at Dohad in the Panch Mahals, the Central Class for Mahomedans attached to the Tankaria District Local Board School in the Broach District, the Central Class for Bhils and Talavias attached to the Diwa District Local Board School in the Broach District, and to that for boys of the various backward hill-tribes attached to Mokhada School in the Thana District.

Besides these hostels there are others maintained by various communities in the cities. The Shwetambar Jain Boarding-house at Ahmedabad had 68 inmates, the Digambar Jain Boarding-house 39, and the Vaishya Boarding-house 75. The boys residing in these hostels attend various local schools. They are charitable institutions reserved for members of the particular community. The boys' school fees, as well as boarding charges, are in most cases paid from the funds. No returns are submitted by these hostels and not much is known about them. I regard it as a defect in our Educational system that no provision exists for the recognition of hostels, or for the award of grant-in-aid in support of their maintenance.

I would also mention the Boarding-houses for women maintained by the Vanita Vishram in Ahmedabad and Surat.

Among the Native States, the Rajpipla State maintain a good hostel attached to the High School at Nandod.

The Scott College for Talukdars at Sadra is also a boarding school."

5. In the Southern Division the hostels at the Ratnagiri and Karwar High Schools continue to play a useful part in school discipline and training; and new hostels are in course of erection at Dharwar and Bijapur.

6. There are only 547 students in hostels in this Division, of whom 324 are in Government institutions.

7. The Educational Inspector in Sind reports :—

"Of the two hostels the one attached to the Hyderabad High School was enlarged so as to accommodate 40 boys. Some of the old rooms accommodate two boys only, an objectionable arrangement in Sind. The contemplated additions to the boarding accommodation at Shikarpur were not carried out, as one or two feeder schools developed or were likely to develop into High Schools. A scheme for providing dining rooms, additional kitchens and servants' quarters was under consideration.

The Shikarpur hostel accommodated 60 boys and was usually full. It was well managed. It was, however, unfortunately situated near to a number of brothels. Proceedings have lately been instituted against the tenants of these houses under the District Police Act. The supervision over the hostel was strict.

The following are the names of High Schools in Sind with hostels. The number of boarders is also shown against each :—

	Secondary.	Primary.
Hyderabad High School	40	...
Shikarpur High School	60	...
N. H. Academy, Hyderabad	56	...
N. V. High School, Hyderabad	87	5
Sind Madressah, Karachi	150	2
Sind Madressah, Karachi, for Talpurs	15	5

8. In Sind there were 1,372 students in hostels, and of these 385 were in Government institutions.

9. I am convinced that, on the whole, the hostels of this Presidency are fulfilling their function as centres of corporate life and training, and I believe that the extension of their scope and usefulness will be a distinguishing feature of the coming quinquennium.

CHAPTER XVI.

Physical and Moral Education.

Physical Education in this Presidency remains largely a matter of gladiatorial teams and slack, useless drill.

Here and there one finds a school in which every class has its games and in which practically every boy is *taught* a game, but such schools are very rare and almost always under a European headmaster.

Undoubtedly the Athletic Associations flourish and the various Cups and Shields are most keenly sought. But the spirit of sport is almost entirely wanting and the great crowds of school boys who witness the matches usually contain only a very tiny percentage of boys who have ever played the game themselves or ever will play it. Racial feeling runs very high and "win, tie or wrangle" is the prevailing spirit.

However, matters improve annually and matches end less frequently than they used to do in inter-tribal warfare and stone throwing, though recently I heard of an inter-collegiate match in which even the English Principals and Professors on both sides became embroiled. I am myself convinced that while the playing of organised games should be freely encouraged the time has not yet come for inter-school (or perhaps even inter-collegiate) tournament matches to be played with moral profit to the boys. I speak as 'one who knows' having been among the original founders of such tournaments in Bombay and having sat on the Council of the Poona High Schools Athletic Association ever since its inauguration. I am strongly of opinion that the lying, cheating and general chicanery to which the system gives rise far outbalance any moral or 'sporting' advantage acquired. Where two schools or colleges agree to play a friendly match nothing but the best results can ensue but tournaments in games should be in my opinion for the present absolutely discontinued. I may add that as such contests usually take place in the rains the amount of time wasted owing to delay or postponement is the subject of bitter complaint among all responsible school masters.

It may be possible, later, to permit no school to enter a team for any cup or shield until the Educational Inspector has certified that to the best of his belief the school plays the game in question in all classes.

Where 12 boys out of 500 play cricket, football or hockey and the team is coached by a soldier until it wins the trophy in the presence of delighted but physically apathetic remaining 488, the all too common caricature and travesty of a Western institution is seen in full detail.

Much depends on the Secondary Teachers Training College, as one of the chief obstacles in the way of the reforming headmaster is the dearth of teachers who have the slightest interest or ability in the matter of games.

In the primary schools there are no organised games nor are there likely to be so long as Training Colleges possess no playing fields and no notion of properly organised games.

A fact which is left in outer darkness (beneath the black shadow of the Examination) and forgotten is the obligation of Education to provide for leisure, and to inculcate the habit of provision for leisure.

To the Indian boy leisure time is time for idle gossip, for aimless wandering, for lethargic squatting or for worse things. If he is taught to use his leisure time for properly organised games, he is likely to carry the habit into after-life and make healthful recreation as much of an object as wholesome food: perhaps the most valuable thing the average British boy gets from his school is the moral and physical training of the playing-field.

Drill is at present in the great majority of schools a fraud. Sometimes an attractive fraud decorated with flags, wands and music, sometimes an ugly one when lethargic and apathetic boys and teacher parody "Swedish" or other drill by lazy and aimless arm-waving.

I am no believer in there being any sort or kind of value in the average weekly drill-lesson. It is meaningless and pointless and it is altogether useless save in the *very* rare cases in which it is carried out with sufficient simultaneousness and vigour for it to have some little disciplinary value.

A most necessary precursor to all drill—and for that matter to all games—must be the provision of an adequate diet: to insist on drill and games from badly nourished, anæmic children is in my opinion downright cruelty. With this secured, I think that perhaps what is required is a carefully thought-out progressive and well-graduated series of exercises designed for muscular development and not for show. No apparatus is required and no weekly or bi-weekly perfunctory performance for an hour.

The exercises should be done *daily* for a very few minutes and the inspecting officer should look for *results* as well as watch the drill. If the teacher has done his duty in the matter his pupils' bodies will testify to the fact.

I see no reason why every school should not be compelled to undertake this. All that is required is a movement for each muscle and the concentration of the attention upon the muscle meanwhile.

I believe the Honourable Mr. Sharp contemplates the regeneration of our drill "system" during the current quinquennium.

With regard to Moral Education the quinquennium has witnessed a "movement," a Moral Education Conference, and a flood of hand-books on how to be moral as well as of text-books from which children may learn the art and practice.

Government has considered the question of definite moral training in schools, has had volumes of materials prepared for the use of teachers who give moral lessons, and has arranged for a professional teacher of moral lessons to visit the Presidency and give demonstrations and advice to teachers.

There are educationists of experience who firmly believe that the giving of moral lessons in an impressive and dramatic manner by earnest men whose practice equals their precept, can do nothing but good.

There are others who firmly believe that morality cannot with benefit appear upon a time-table, that it should permeate the whole curriculum, work play and life of the school, and that at present we have not the necessary vehicular facilities for the "imparting" of specific morality. Personally I believe rather in discipline, the example of worthy men, mental development (instead of memory-cramming), enlistment of parental co-operation, and in organised, manly games.

With regard to sedition and the pushing of political propaganda among boys I believe that the state of affairs is much improved. Sporadic teaching of disloyalty there is by occasional scoundrels who have become teachers with a view to the dissemination of sedition—but the vast majority of parents are wholly opposed to any connection existing between their children and the people whose ways lead to "trouble", and realise fully that it does not pay morally or temporally for a child to be a politician nowadays: as anticipated by Dr. Selby all respectable parents have now come out on the side of law and order.

An attempt is being made to acclimatise the Boy Scout movement among Europeans. It is an admirable endeavour as it is the most genuinely true and practical "moral" movement of our time and in England may perhaps be compared to such stirrings as led to the foundation of Chivalry and, in modern times, to the volunteer movement.

CHAPTER XVII.

Text-books and Conferences.

1. There has been no change of procedure in the method of considering and sanctioning books for use in schools, during the quinquennium under report, nor has any central text-book conference been found necessary.

2. The Educational Inspectors report on English books submitted for adoption, and the Vernacular Book Committees upon such of the remainder as find any favour in the sight of the Vice-Principals of the Training Colleges, to whom they are in the first instance submitted.

3. One of the first of the Honourable Mr. Sharp's numerous activities was the revision and bringing up to date of the consolidated list of sanctioned books, and the general improvement and reconstruction of school libraries.

4. At the beginning of the quinquennium the Government Central Book Depôt was abolished as there was not sufficient business to justify its existence, and the work of producing and distributing vernacular readers was handed over to Messrs. Macmillan and Co. Government publications are now stored in the Government Central Press. Expenditure under the head "Encouragement of Literature" was Rs. 1,464, Rs. 1,281, Rs. 3,000, Rs. 4,599 and Rs. 3,500, respectively, in the five years of the quinquennium.

5. Rewards to authors from the Dakshina Fund were respectively Rs. 1,387, Rs. 1,687, Rs. 1,305, Rs. 1,300 and Rs. 1,500 in the five years of the quinquennium.

6. In 1907-08 the readers in the three vernaculars of the Presidency were issued and in 1908-09 the fourth reader in Sindhi the third girls' reader in Gujarati, and new editions of the first and second Sindhi readers, the first in Marathi and the fourth in Kanarese. A Committee consisting of one Hindu, one Shiah and one Suni Mahomedan was appointed for the thorough revision of the Sindhi readers.

7. In 1909-10 the new fifth Sindhi reader was published, and new editions of Marathi books I, II, IV, V and VI; Gujarati I and II, and Kanarese I, II, III, IV and VII.

8. Books were more cheaply bound and reduced in price.

9. In the course of his report the Vice-Principal of the Poona Training College remarks :—

"I wish to observe here that the work of the Book Committee proceeds at a very slow pace. This is due partly to the leisurely manner in which the members of the Book Committee do the opinion work and partly to the fact that only one copy of a book is available for circulation among the members. This means that the member next on the list has to wait till the preceding member takes it into his head or finds time to dispose of the book. If more copies are available, the opinions of members would come in within a shorter period than is at present required. The authors, therefore I beg to suggest, may be asked to furnish as many copies as there are members on the full Committee or the sub-committee, as the case may be, or if not so many, any number more than one that they can spare if they wish that their books should leave the hands of the Committee sooner than usual.

Another suggestion which I wish to make is that every member of the Committee should be allowed to see the opinions of all the others on every book that is submitted for the committee's opinion and also that he should know the final decision given by you. At present a member knows only the opinions of the members that precede him on the list; he is in the dark with regard to what the remaining members have to say about a book, nor is the final decision communicated to the members. I beg to suggest that this decision should be brought to their notice along with a copy of all the opinions received."

10. There is some objection to the adoption of the latter suggestion as there is always a strong temptation to say 'I agree' when one sees the opinion of a responsible person in front of one! The old complaint as regards want of suitable sanctioned text-books in Gujarati seems in a fair way to vanish as the number submitted to the Vernacular Text-book Committee by the Vice-Principal of the Ahmedabad Training College rose steadily from 17 in 1907-08 to 57 in 1911-12, the numbers for the quinquennium being 17, 21, 24, 56 and 57.

11. The Educational Inspector in Sind reports that:—

"The Vernacular Literature Committee in Sind has had very little work to do. It consists of 10 members. The Principal of the Training College for Men, Hyderabad, who is also the Educational Translator is Secretary ex-officio and the Educational Inspector President. Little has been done to improve Sindhi literature. Only 14, 8, 8, 22 and 25 books were submitted for sanction as prize or library or text-books during 1907-08, 1908-09, 1909-10, 1910-11, and 1911-12 respectively. These books in some cases were far from satisfactory, in others they were altogether disappointing. Not more than 10 per cent. of the books sent up are accepted by the Department. Most of them never pass beyond the Educational Translator.

No important translation work was done by the Educational Translator.

The translation of the Agricultural Readers was given to the Vice-Principal and it is now being revised. The book when published will be introduced in Primary schools.

The only important step taken by the Department in the way of improving literature during the quinquennium was the revision of the Revised Sindhi Readers in deference to the wishes of the Mahomedans. A Committee consisting of the following four men was formed:—

(1) Educational Inspector in Sind.

(2) Rao Bahadur Tarachand.

(3) Mr. K. F. Mirza.

(4) Kazi Kadar Bux.

It commenced its work at Hyderabad in June 1910 and finished it in August of the same year.

All the finally revised readers have now been published with the exception of the VIIth Reader.

The question of the publication of the Girls' Readers was abandoned owing to the small demand for them.

The Department possesses one School Magazine in Sindhi called the 'Akhbar-e-Talim'. It was edited by R. B. Tarachand S. Advani and R. B. Bulchand Dayaram."

12. The Deccan Vernacular Society continues. In the last year of the quinquennium it received 23 new books and had a balance of 54. Of the total 23 were rewarded and 21 declared unfit for patronage, 33 remaining undisposed of. At the beginning of 1911-12 the Society had a balance of Rs. 27,973 and received Rs. 3,454 of which Government paid Rs. 1,000 from the Dakshina Fund. The expenditure was only Rs. 3,385.

13. The "Dnyan Prasarak Mandali", a branch of the Students' Literary and Scientific Society, continues to do useful work and to receive an annual grant of Rs. 300 from Government. It has been responsible for a number of lectures and publications including the Gujarati Cyclopedia during the quinquennium.

14. During the quinquennium Government sanctioned new rules for the guidance of registered libraries.

15. Of these there are 28 in the Central Division, 38 in the Northern Division (30 in British Districts and 8 in Native States), 24 in the Southern Division and 5 in Sind.

16. The noticeable features of the progress of the Bombay Branch of the Royal Asiatic Society during the quinquennium are the presentation of the Campbell Memorial Medal to Dr. M. A. Stein *in absentia*, by His Excellency the Governor; and the purchase of the library of the late Mr. A. M. T. Jackson and the founding of the Jackson Memorial Collection of the Society from the fund raised for the purpose of commemorating Mr. Jackson's name.

17. The Government Educational Library and Museum housed in the Elphinstone Middle School has been placed in the charge of the Principal of the Secondary Training College who takes a keen interest in it, (though I cannot say that the pedagogic public does the same).

18. The Teachers' Association of Bombay still exists for the purpose of encouraging a spirit of progress in educational matters among its members besides dealing with current educational problems and literary and scientific subjects. The Principal of the Secondary Training College is its president and here again I cannot say that his enthusiasm is shared by the educational rank and file of Bombay. The Association has only 83 members and by no means all of these are teachers. This number is in striking contrast with that of the teachers residing in Bombay who might, with benefit to themselves and their schools, share its advantages and give it their support.

CHAPTER XVIII.

Advisory Committee.

1. A new departure taken during the quinquennium in view of the obvious need for help and advice to the students who now go to England in large numbers often without any clear idea of the difficulties in their path has been the formation of a Provincial Advisory Committee which was accordingly constituted early in 1910 with the Vice-Chancellor of the University as President and Professor F. M. Dastur as Secretary and 21 others: the Director of Public Instruction is a member ex-officio. A number of corresponding members have been appointed in various districts. A compilation of 'Instructions to Indian students going to England' has been compiled and widely distributed and advice and information has been supplied to students making enquiries.

2. The following table for the two years of the Committee's existence will show how useful its work is:—

Serial No.	Name of the course for which advice was taken.	Number of students who applied for advice in writing.	
		1910-11.	1911-12.
1	Bar	33	28
2	Indian Civil Service	18	20
3	Indian Public Works Department	2	7
4	Indian Medical Service	5	14
5	Indian Police Force	2	6
6	Indian Forest Service	5	6
7	Royal College of Physicians and Royal College of Surgeons, England, Scotland and Ireland.	4	7
8	Faculty of Law (Solicitor's Examination)	2	1
9	Engineering	9	20
10	Economics and Political Science	4	...
11	Faculty of Science (Medical)	6	11
12	Technical	6	6
13	Accountancy	6	9
14	Agriculture	6	9
15	Navigation	2	...
16	London Matriculation	5	10
17	Teacher's Diploma	1	1
18	Painting	1	...
19	Fish-culture	1	...
20	Oxford Degree	...	12
21	Cambridge University Degrees	...	17
22	College of Sanitary Engineering	...	3
23	Diploma in Public Health	...	2
24	Traffic Department of Indian State Railways ...	...	2
25	Royal Institute of British Architects	...	3
26	Entrance Examinations in the Universities in England ...	...	6
	Total ...	118	200

3. The Secretary, Professor Dastur, writes in the Committee's Annual Report:—

"As last year, the Committee has compiled from the letters received this year from Mr. Arnold a further body of Instructions in the shape of 'appendices A and B' to the 'Instructions' issued last year, for the guidance of students proceeding to England. Copies of these Appendices are attached. Copies of the same have been forwarded to the Corresponding Members, to the Educational Inspectors, to the Heads of Colleges and Registered schools, and to the leading newspapers.

For information desired by students but not available in the documents furnished to the Committee by the Educational Adviser in England, applications had to be made to the latter. It was a great gratification to the Committee that all such enquiries were answered fully and promptly. A large number of students from Bombay are indebted to Mr. Arnold's interest and influence for their admission to the colleges of British Universities and for their being accommodated in healthy localities and with respectable families."

N.B.—The Government of India's tables Nos. III and IV have been given in two parts, one for Indians and the other for Europeans. The second part of table III has been named III-A and the original table III-A has been named III-B.

Conclusion.

It is unfortunate that this report should not have been written by Mr. Sharp, the permanent incumbent of this post, as he would have brought to the task an intimate personal knowledge of all the branches of administration acquired during the last three years of the quinquennium by unremitting toil and devotion to duty. I have, however, endeavoured to make up for my lack of experience in some directions by allowing the officers in charge of particular sections of which I have little personal experience to tell their own story. I would only add that I hope I may be allowed to express my deep acknowledgments for their zealous help to my Personal Assistant Mr. P. Wren, who has helped me largely in the compilation of the Report, to Mr. Sawarkar, my Head Assistant, who has had to take leave owing to illness probably brought on by overwork, to Mr. V. M. Dike who has most efficiently taken his place, and to those of the clerks who have been specially concerned with the production of the Report.

Poona, Office of the Director of Public Instruction, 7th October 1912.

R. D. PRIOR,
Acting Director of Public Instruction.

APPENDICES.

A—Government of India Tables.

B—Returns for Schools for Europeans and Eurasians.

C—Report of the Bombay University.

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APPENDIX A.

EDUCATION—GENERAL TABLE I.

GOVERNMENT OF INDIA.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the official year 1911-1912.

(For details see General Tables III and III-A.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.			
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.						
Total Area in Square Miles.	Number of Towns * and Villages.	Population.	—	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
188,826.	Towns ... 345	Males ... 14,013,522	Institutions. For Males ...	11	4	480	11,609	21	49	12,174	127	2,684	14,985	Institutions to number of towns and villages. 40·5
	Villages. 40,270	Females. 13,074,273	For Females.	...	...	79	1,154	18	3	1,254	5	216	1,475	
			Total ...	11	4	559	12,763	39	52	13,423	132	2,900	16,460	
	Total... 40,615	Total ... 27,087,795	Scholars. Males ...	3,643	1,210	67,067	630,427	1,250	3,731	707,328	3,507	58,952	769,787	Male scholars to male population of school-going age.‡ 37·1
			Females ...	76	20	7,534	126,703	458	181	134,981	566	17,543	153,090	Female scholars to female population of school-going age.‡ 7·8
			Total ...	3,719	1,239	74,601	757,130	1,708	3,912	842,309	4,073	76,495	922,877	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as town.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL

Abstract Return of Expenditure on Public Instruction in the

(For details see

		Total Direct Expenditure on			
		Collegiate Education.		School Education, General.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1. Institutions ...	For Males	5,34,333	4,19,112	25,59,181	50,01,580
	For Females	.....	.....	4,64,615	8,05,681
	Total ...	5,34,333	4,19,112	30,23,796	58,07,261
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction...		2·7	5·	11·	42·3
(*b*) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.		·6	.....	·9	68·2
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction...		1·7	.....	6·	80·5
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction		3·3	3·1	22·2	42·6
3. Average Annual Cost† of educating each Pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions ...	Cost to Provincial Revenues ...	127 4 5	234 0 11	23 1 10	12 4 10
	Cost to Local and Municipal Funds.	.....	0 3 6	.....	0 0 3
	Total Cost ...	217 12 11	163 2 11	49 15 11	14 7 5
Local Fund Schools ‡ ...	Cost to Provincial Revenues ...	.....	.....	.....	4 15 6
	Cost to Local Funds ...	.....	.....	23 10 8	1 14 10
	Total Cost ...	.....	.....	34 14 7	7 5 7
Municipal Schools ‡ ...	Cost to Provincial Revenues ...	.....	.....	6 1 0	2 14 0
	Cost to Municipal Funds ...	.....	.....	9 5 8	6 7 0
	Total Cost ...	.....	.....	29 4 10	10 8 2
Institutions in Native States ...	Cost to Native State Revenues ...	132 6 1	.....	23 13 9	5 0 2
	Cost to Local and Municipal Funds.	.....	.....	0 9 5	0 6 7
	Total Cost ...	233 4 4	.....	31 10 0	5 13 2
Aided Institutions ...	Cost to Provincial Revenues ...	27 11 9	.....	10 12 5	1 11 8
	Cost to Local and Municipal Funds.	9 14 3	.....	0 8 9	0 10 6
	Total Cost ...	116 5 9	.....	47 0 2	9 2 8
Unaided Institutions	Total Cost ...	3,316 4 0	.....	32 14 4	11 0 9
	...				
All Institutions ...	Cost to Provincial Revenues ...	42 13 8	234 0 11	8 1 8	3 1 3
	Cost to Local and Municipal Funds.	7 1 2	0 3 6	0 15 7	2 1 5
	Total Cost ...	155 14 0	363 2 11	41 7 3	7 13 4

TABLE II.

Bombay Presidency for the official year 1911-1912.

General Tables IV and IV A.)

Public Instruction.§			Total Indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.
School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
Training Schools.	All other Special Schools.										
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,23,711	6,56,919	93,94,836	2,07,618	65,880	5,20,067	2,02,373	11,66,054	96,117	3,32,261	25,90,370	1,19,85,206
89,719	5,313	13,65,328	...	...	14,805	16,096	1,07,362	16,762	1,11,968	2,66,993	16,32,321
3,13,430	6,62,232	1,07,60,164	2,07,618	65,880	5,34,872	2,18,469	12,73,416	1,12,879	4,44,229	28,57,363	1,36,17,527
3·8	6·1	70·9	·2	1·2	8·2	·6	15·7	·9	2·3	29·1	100·
4·7	2·2	76·6	...	...	1·1	4·5	16·1	·3	1·4	23·4	100·
·5	3·8	92·5	...	...	...	·5	6·4	·1	·5	7·5	100·
2·3	4·9	79·	1·5	·5	3·9	1·6	9·4	·8	3·3	21·	100·

Rs. a. p.	Rs. a. p.	Rs. a. p.
136 15 7	171 4 8	62 15 1
37 9 11	5 15 10	3 15 5
178 7 10	221 15 2	100 12 11
.....	20 6 3	4 15 9
.....	35 13 0	1 15 9
.....	65 6 0	7 7 1
38 7 5	25 11 8	3 1 2
147 3 8	30 7 6	6 10 3
185 11 1	76 5 11	11 7 7
250 6 0	68 9 0	6 13 9
.....	.....	0 6 9
259 0 11	70 7 5	8 12 0
59 5 8	90 4 5	5 2 1
.....	21 2 3	0 15 6
181 11 1	236 15 3	22 0 0
105 11 2	136 2 0	26 14 11
118 1 1	87 6 0	4 10 3
32 3 8	19 3 6	2 2 2
180 3 9	176 12 6	13 0 10

† The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are calculated from the figures given in columns 8*a*, 8*b*, 8*c*, respectively, of General Table IV.

* The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENERAL

GOVERNMENT OF

Return of Colleges, Schools and Scholars for Indians in the

Class of Institutions.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.															
	Managed by Government.				Managed by District Local Boards.				Managed by Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGIATE EDUCATION. *Arts Colleges.* English	2	628	620	553	...	...	...	...	...	...	...	...	3	414	352	307
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training. Law	1	458	409	351	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	531	497	489	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	148	144	122	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	102	104	92	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	1,867	1,774	1,607	...	...	...	...	...	...	...	...	3	414	352	307
SCHOOL EDUCATION, GENERAL. *Secondary Schools.* For Boys — High Schools	20	7,169	7,331	6,414	...	...	...	...	4	1,041	953	801	31	8,155	7,545	6,520
For Boys — Middle Schools — English	6	1,347	1,282	1,193	4	294	278	244	55	3,632	3,899	3,295	95	5,869	5,703	4,863
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — High Schools	2	311	281	208	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	1	46	44	31	2	62	45	37
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	28	8,827	8,894	7,815	4	294	278	244	60	4,719	4,901	4,127	128	14,086	13,293	11,420
Primary Schools. For Boys	11	1,360	1,427	1,114	6,251	338,055	333,033	247,187	718	90,554	93,829	70,815	2,464	146,498	140,707	107,925
For Girls	6	833	771	561	356	17,414	16,996	11,139	255	24,757	23,561	15,316	254	20,665	19,186	12,915
Total	17	2,193	2,198	1,675	6,607	355,469	350,029	258,326	973	115,311	116,390	86,131	2,718	167,163	159,893	120,840
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.* Training Schools for Masters	19*	1,128	1,179	1,118	...	...	...	...	...	...	...	...	1	65	67	64
Training Schools for Mistresses	4	279	260	224	...	...	...	...	1	9	13	12	1	28	24	23
School of Art	1	357	379	301	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	3	318	309	292	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	98	89	75	6	422	427	309	4	219	231	141	5	313	289	152
Commercial Schools	...	...	...	...	...	...	...	...	1	137	110	102	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	155	158	154	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	2	188	188	178	...	...	...	...	...	7	11	7	1	60	72	44
Total	31	2,523	2,562	2,342	6	422	427	309	6	372	365	262	8	466	452	283
Total of Colleges and Schools of Public Instruction	82	15,410	15,428	13,439	6,617	356,185	350,734	258,879	1,039	120,402	121,656	90,520	2,857	182,129	173,990	132,850

PRIVATE INSTITUTIONS ...

1. ADVANCED, TEACHING—
   (a) Arabic or Persian ...
   (b) Sanskrit ...
   (c) Any other Oriental Classic ...
2. ELEMENTARY, TEACHING—
   (a) A Vernacular only or mainly ... — For Boys ... / Girls ...
   (b) The Korán only ... — For Boys ... / Girls ...
3. OTHER SCHOOLS not conforming to Departmental Standards ... — For Boys ... / Girls ...

Total ...

GRAND TOTAL ...

* This includes 13 Normal classes in the Southern Division with an attendance of 190.

TABLE III.

INDIA.

Bombay Presidency for the official year 1911-1912.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided.											Hindus.							
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
5	2,674	2,452	2,184	1	3	4	2	11	3,719	3,716	3,637	2	28	92	1,704	1,224	146	...	491	34	76	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	458	...	...	...	1	12	238	156	19	...	32	...	...	...
...	...	...	...	...	...	...	...	1	531	...	...	...	47	34	91	218	11	...	122	8	29	...
...	..	...	...	...	...	...	...	1	148	...	...	...	3	...	72	40	3	...	30	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	102	...	...	...	...	6	52	34	4	...	4	...	...	...
5	2,674	2,452	2,184	1	3	4	2	15	4,958	3,716	3,637	2	79	146	2,156	1,672	183	...	679	43	105	...
44	15,355	15,272	12,979	19	8,398	8,120	7,126	118	40,118	40,118	22,759	32,696	137	2,066	13,907	16,322	2,901	...	4,175	610	292	...
117	10,536	10,329	8,914	66	4,004	3,834	3,172	343	25,682	25,667	7,636	21,217	615	2,232	6,504	12,472	2,584	...	1,160	115	584	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	1,049	1,006	806	2	461	428	346	15	1,815	1,815	619	1,234	80	95	174	313	33	...	1,062	58	...	97
33	2,844	2,681	2,256	4	77	88	75	40	3,029	2,956	293	1,073	198	1,842	93	509	11	...	289	83	...	240
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
205	29,773	29,288	24,955	91	12,940	12,470	10,719	516	70,644	70,556	31,307	56,210	1,030	6,234	20,676	29,616	5,529	...	6,686	866	876	337
2,035	89,422	86,969	70,628	130	6,502	6,132	4,763	11,609	672,391	2,615	6,829	66,842	8	9,094	78,113	458,430	121,557	...	4,214	966	44,058	...
272	19,993	18,815	14,037	11	1,077	1,004	724	1,154	84,730	491	534	84,474	5	2,065	17,553	48,234	11,420	...	4,271	594	...	2,094
2,307	109,415	105,784	84,665	141	7,579	7,136	5,487	12,763	757,130	3,106	7,363	752,886	13	11,747	95,666	506,673	132,988	...	8,485	1,560	44,058	2,094
1	59	61	58	...	...	...	...	21	1,252	33	911	1,219	...	65	595	431	160	...	1	...	2	...
2	31	28	25	6	67	66	64	14	414	...	70	414	...	122	132	131	20	...	1	8	...	...
...	...	...	...	...	...	...	...	1	357	...	...	...	6	38	96	133	12	...	63	9	30	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	3	4	3	...	...	...	...	4	321	54	...	...	...	17	162	117	18	...	7	...	3	...
3	41	40	33	...	...	...	...	3	41	41	...	19	...	...	...	39	2	...	...	...	...	...
11	1,072	964	899	3	121	121	113	30	2,245	97	117	727	11	256	366	1,061	420	...	118	13	81	...
1	78	61	57	4	83	63	50	6	298	29	...	...	4	5	57	112	15	...	105	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	155	...	...	...	...	4	6	108	37	...	...	...	...	...
2	194	190	120	...	1	1	1	5	453	...	...	141	2	6	90	157	63	...	126	1	39	...
21	1,478	1,348	1,195	13	272	251	223	85	5,533	254	1,098	2,520	23	513	1,504	2,289	752	...	421	31	157	...
2,538	143,345	138,872	112,999	246	20,794	19,661	16,436	13,379	838,265	77,652	43,405	811,618	1,145	18,645	120,004	510,250	139,450	...	16,271	2,500	45,196	2,431
...	...	...	...	...	...	...	...	76	2,370	...	2,260	745	...	...	8	243	2,119	...	...	...	316	...
...	...	...	...	...	...	...	...	43	1,229	...	1,229	288	...	...	1,024	205	...	...	...	...	66	...
...	...	...	...	...	...	...	...	10	474	96	378	...	...	...	...	362	...	...	112	...	184	...
...	...	...	...	...	...	...	...	1,088	30,818	552	249	30,380	2	684	1,888	23,582	4,474	...	149	59	1,494	...
...	...	...	...	...	...	...	...	55	3,271	...	...	3,271	...	5	353	2,614	295	...	...	...	...	35
...	...	...	...	...	...	...	...	1,288	29,877	25	18,281	11,596	...	...	...	107	29,769	...	...	1	7,632	...
...	...	...	...	...	...	...	...	161	5,772	...	5,293	593	...	...	...	2	5,770	...	...	...	...	1,094
...	...	...	...	...	...	...	...	308	6,757	520	30	6,400	...	1,324	354	4,433	581	7	52	6	503	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,032	80,568	1,193	27,720	53,273	2	2,013	3,607	31,552	43,008	7	313	66	10,195	1,139
...	...	...	...	...	...	...	...	16,411	918, 33	78,845	71,125	64,891	1,147	20,658	123,611	571,802	182,458	7	16,584	2,566	55,391	3,560

GENERAL

Return of Colleges, Schools and Scholars for Europeans and Eurasions in the

Class of Institutions.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.															
	Managed by Government.				Managed by District Local Boards.				Managed by Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGIATE EDUCATION. *Arts Colleges.*																
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*																
For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys. Middle Schools. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys. Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																
For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

PRIVATE INSTITUTIONS ...

1. ADVANCED TEACHING—
   - (a) Arabic or Persian ... ...
   - (b) Sanskrit ... ...
   - (c) Any other Oriental Classic ... ...
2. ELEMENTARY TEACHING—
   - (a) A Vernacular only or mainly ... ... { For Boys ... ; Girls ... }
   - (b) The Korán only ... ... { For Boys ... ; Girls ... }
3. OTHER SCHOOLS not conforming to Departmental Standards ... ... { For Boys ... ; Girls ... }

Total ...

GRAND TOTAL ...

TABLE III-A.

Bombay Presidency for the official year 1911-1912.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.								
Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided.											Hindus.								
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	1,311	1,291	1,117	...	...	...	...	11	1,311	1,311	613	15	1,180	45	...	2	8	...	55	21	213	...
7	447	438	351	1	16	16	14	8	463	463	110	...	446	1	...	2	...	...	2	12	194	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	1,743	1,646	1,432	...	...	...	...	12	1,743	1,743	815	...	1,529	80	6	8	6	...	100	14	...	304
10	393	379	311	2	47	47	38	12	440	440	14	...	426	11	...	...	...	...	3	...	...	175
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
40	3,894	3,754	3,211	3	63	63	52	43	3,957	3,957	1,552	15	3,581	137	6	12	14	...	160	47	407	439
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	42	41	37	...	...	...	...	4	42	42	2	...	41	...	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	22	22	22	...	...	...	...	1	22	...	...	...	22	...	...	...	...	...	...	...	...	...
	23	17	12	...	...	...	...	1	23	...	...	...	22	...	...	...	...	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	87	80	71	...	...	...	...	6	87	42	2	...	83	...	...	...	...	...	1	1	...	...
46	3,981	3,834	3,282	3	63	63	52	49	4,044	3,999	1,554	15	3,666	137	6	12	14	...	161	48	407	439
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	49	4,044	3,999	1,554	15	3,666	137	6	12	14	...	161	48	407	439

EDUCATION—GENERAL TABLE III-B.

Number of Scholars on the 31st March 1912, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Bráhmins.	Non-Bráhmins.				
Collegiate Education—									
Arts Colleges—									
English	Male	21	82	1,692	1,211	145	...	468	24
	Female	7	10	12	13	1	...	23	10
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	12	238	156	19	...	32	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	41	26	88	217	11	...	114	5
	Female	6	8	3	1	...	...	8	3
Engineering	Male	3	...	71	40	3	...	30	1
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	8	52	34	4	...	4	...
	Female	...	...	...	...	...	...	...	...
	Total	79	146	2,156	1,672	183	...	679	43
School Education—General—									
Secondary Schools—									
For Boys—									
High Schools...	Male	1,118	2,020	13,890	16,318	2,909	...	4,184	485
	Female	199	91	17	6	...	...	46	146
Middle Schools—									
English	Male	827	1,898	6,486	12,450	2,573	...	1,021	112
	Female	234	335	18	24	11	...	141	15
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools...	Male	300	6	4	18	9	...	53	11
	Female	1,309	169	176	303	30	...	1,109	61
Middle Schools—									
English	Male	178	154	8	10	1	...	10	14
	Female	446	1,703	85	499	10	...	282	69
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	4,611	6,376	20,684	29,628	5,543	...	6,846	913

EDUCATION—GENERAL TABLE III-B—*continued.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Bráhmins.	Non-Bráhmins.				
SCHOOL EDUCATION—GENERAL—*continued.*								
Primary Schools—								
For Boys ... Male ...	8	7,371	70,263	434,925	111,332	...	3,571	863
For Boys ... Female ...	...	1,723	7,850	23,514	10,225	...	643	103
For Girls ... Male ...	...	232	60	595	695	...	439	73
For Girls ... Female ...	5	2,421	17,493	47,639	10,734	...	3,832	521
Total ...	13	11,747	95,666	506,673	132,986	...	8,485	1,560
SCHOOL EDUCATION—SPECIAL—								
Schools for Special Instruction—								
Training Schools ... Male ...	...	65	593	481	160	...	2	...
Training Schools ... Female ...	41	122	134	131	20	...	1	8
School of Art ... Male ...	3	34	96	132	12	...	41	9
School of Art ... Female ...	3	4	...	1	...	...	22	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...
Medical Schools ... Male ...	...	14	162	117	15	...	7	...
Medical Schools ... Female ...	...	3	...	...	3	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	39	2	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...
Industrial Schools ... Male ...	33	256	355	991	420	...	118	13
Industrial Schools ... Female ...	...	...	11	70	...	...	...	...
Commercial Schools. Male ...	3	4	57	112	15	...	105	...
Commercial Schools. Female ...	23	1	...	...	...	...	...	1
Agricultural Schools. Male ...	...	...	14	26	1	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...
Reformatory Schools Male ...	...	4	6	108	37	...	...	...
Reformatory Schools Female ...	...	...	...	...	...	...	...	...
Other Schools ... Male ..	2	6	75	131	67	...	88	1
Other Schools ... Female ...	...	...	1	...	...	...	38	...
Total ...	108	513	1,504	2,289	752	...	422	32
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	4,811	18,782	120,010	540,262	139,464	...	16,432	2,548
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. Male ...	...	...	8	243	1,803	...	...	...
(*a*) Arabic or Persian. Female ...	...	...	...	...	316	...	...	...
(*b*) Sanskrit ... Male ...	...	...	1,024	139	...	...	...	...
(*b*) Sanskrit ... Female ...	...	...	...	66	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	186	...	...	104	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	176	...	...	8	...

EDUCATION—GENERAL TABLE III-B – *concluded.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Bráhmins.	Non-Bráhmins.				
PRIVATE INSTITUTIONS—*continued.*								
2. ELEMENTARY TEACHING. A.—VERNACULAR ONLY OR MAINLY.								
For Boys ... Male ...	2	518	1,802	23,111	3,738	...	95	58
Female ...	...	166	66	471	736	...	54	1
For Girls ... Male ...	...	...	11	17	7	...	...	...
Female ...	...	5	342	2,601	288	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY.								
For Boys ... Male ...	...	...	...	107	22,137	...	...	1
Female ...	...	...	...	...	7,632	...	...	...
For Girls ... Male ...	...	...	...	...	1,094	...	...	...
Female ...	...	...	...	2	4,676	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male ...	...	1,050	350	4,216	573	7	52	6
Female ...	...	274	4	217	8	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	2	2,013	3,607	31,552	43,008	7	313	66
GRAND TOTAL ...	4,813	20,795	123,617	571,814	182,472	7	16,745	2,614

GENERAL TABLE IV.

Return of Expenditure on Public Instruction for schools for Indians in the

Objects of Expenditure.	PUBLIC										
	UNDER PUBLIC										
	Managed by Government.								Managed by District		
	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c
COLLEGIATE EDUCATION.											
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	73,911	...	...	...	60,510	...	14,221	1,53,642	.....	.....	...
Oriental	.....	...	...	...	.....	...	...	.....	.....	.....	...
Colleges or Departments of Colleges for Professional Training.											
Law	—14,943	...	...	...	37,610	...	1,380	24,747	.....	.....	...
Medicine	1,34,135	...	...	...	86,560	...	2,732	2,23,427	.....	.....	...
Engineering	74,221	...	...	...	17,825	...	1,955	94,001	.....	.....	...
Teaching	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural	76,687	...	250	...	.....	...	...	76,937	.....	.....	...
Total	3,49,011	...	250	...	2,02,705	...	20,788	5,72,754	.....	.....	...
SCHOOL EDUCATION, GENERAL.											
Secondary Schools.											
For Boys. High Schools	1,64,857	...	...	...	2,01,162	...	6,620	3,72,639	.....	.....	...
For Boys. Middle Schools English	30,498	...	...	...	28,634	...	32	59,164	.....	6,579	...
For Boys. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. High Schools	10,242	...	...	...	2,546	...	61	12,849	.....	.....	...
Girls. Middle Schools English	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	2,05,597	...	...	...	2,32,342	...	6,713	4,44,652	.....	6,579	...
Primary Schools.											
For Boys	17,473	1,155	...	...	2,160	...	...	20,788	16,80,097	6,03,887	...
Girls	9,568	975	30	...	259	...	170	11,002	58,805	66,081	...
Total	27,041	2,130	30	...	2,419	...	170	31,790	17,38,902	6,74,968	...
SCHOOL EDUCATION, SPECIAL.											
Schools for Special Instruction.											
Training Schools for Masters	1,54,849	*770	43,831	1,460	3	15	1,829	2,02,757	.....	.....	...
Training Schools for Mistresses	42,254	*283	7,121	1,722	1	1,298	1,410	54,089	.....	.....	...
School of Art	46,456	...	...	...	12,852	...	10,108	69,416	.....	.....	...
Law Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Medical Schools	42,117	...	2,800	...	3,729	...	10,994	59,640	.....	.....	...
Engineering and Surveying Schools.	.....	...	...	...	.....	...	...	.....	.....	.....	...
Technical and Industrial Schools...	27,367	...	...	...	2,996	...	1,631	31,994	8,362	15,293	...
Commercial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Reformatory Schools	10,549	...	...	1,426	.....	...	4,325	16,300	.....	.....	...
Other Schools	65,874	...	...	2,500	3,510	...	15	71,899	345	.....	...
Total	3,89,466	1,053	53,752	7,108	23,091	1,313	30,312	5,06,095	8,707	15,293	..
Buildings	6,63,363	...	...	...	.....	...	...	6,63,363	63,471	1,72,589	...
Furniture and Apparatus (Special Grants only)	15,353	...	...	...	.....	...	...	15,353	12,616	2,875	...
Total	6,78,716	...	...	...	.....	...	...	6,78,716	76,087	1,75,464	...
University	.....	...	...	...	.....	...	...	.....	.....	.....	...
Direction	.....	...	...	...	.....	...	...	.....	.....	.....	...
Inspection	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Arts Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Professional Colleges.	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Secondary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Primary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Schools.	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Technical and Industrial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Special Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Miscellaneous	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total Expenditure of Public Instruction	16,49,831	3,183	54,032	7,108	4,60,557	1,313	57,983	23,34,007	18,23,696	8,72,304	...

* These two items belong to Native States.

TABLE IV.

OF INDIA.

Bombay Presidency for the official year 1911-1912.

INSTITUTIONS.

MANAGEMENT.

Local Boards.				Managed by Municipal Boards.							Maintained by Native States.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Fund levied in Native States.	Municipal Funds raised in Native States.
3*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*	4*d*	4*e*	4*f*	4	5*a*	5*b*	5*c*
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	67,718	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	67,718	...	...
...	...	...	...	8,249	...	12,837	18,628	...	164	39,878	1,92,977	3,250	...
3,126	...	...	9,705	21,283	633	32,801	47,967	58	486	1,03,228	75,038	1,514	3,032
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	168	...	208	115	...	...	491	9,260	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,126	...	...	9,705	29,700	633	45,846	66,710	58	650	1,43,597	2,77,275	4,764	3,032
1,53,058	1,447	4,231	24,47,720	2,69,962	48,037	5,65,688	77,048	911	3,768	9,65,414	6,92,358	55,830	3,963
...	...	...	1,24,886	64,496	7,424	1,83,795	8	1,014	1,117	2,57,854	1,08,575	4,248	1,625
1,53,058	1,447	4,231	25,72,606	3,34,458	55,461	7,49,483	77,056	1,925	4,885	12,23,268	8,00,933	60,078	5,588
...	...	...	...	...	...	...	...	...	...	...	12,655	...	...
...	...	...	...	500	...	1,914	...	...	...	2,414	10,129	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,916	27,571	6,035	1,800	9,202	...	...	4,196	21,233	23,054	...	...
...	...	...	...	878	...	544	1,074	...	...	2,496	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	345	2,143	14	979	18	...	...	3,154	1,696	...	...
...	...	3,916	27,916	9,556	1,814	12,639	1,092	...	4,196	29,297	47,534	...	...
...	2,754	869	2,39,683	11,811	...	65,115	...	5,000	...	81,926	1,03,029	42	...
...	...	...	15,491	257	...	146	...	...	...	403	13,238	...	...
...	2,754	869	2,55,174	12,068	...	65,261	...	5,000	...	82,329	1,16,267	42	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,56,184	4,201	9,016	28,65,401	3,85,782	57,908	8,73,229	1,44,858	6,983	9,731	14,78,491	13,09,727	64,884	8,620

Objects of Expenditure.	PUBLIC INSTITUTIONS—										
	UNDER PUBLIC MANAGEMENT—*continued.*				UNDER PRIVATE						
	Maintained by Native States—*continued.*				Aided by the Department or by Local or Municipal Boards or by						
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.
1	5*d*	5*e*	5*f*	5	6*a*	6*b*	6*c*	6*d*	6*e*	6*f*	6*g*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.											
COLLEGIATE EDUCATION. English	13,407	...	986	82,111	68,000	...	6,750	17,499	1,74,668	...	18,398
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.											
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agricultural	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Total	13,407	...	986	82,111	68,000	...	6,750	17,499	1,74,668	...	18,398
Secondary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	1,10,864	1,367	12,042	3,20,440	1,31,392	943	784	4,391	3,11,802	48,440	71,919
SCHOOL EDUCATION, GENERAL. For Boys. Middle English Schools	41,528	901	8,340	1,30,362	61,079	...	2,180	7,441	1,36,284	24,597	60,147
SCHOOL EDUCATION, GENERAL. For Boys. Middle Vernacular Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. Girls. High Schools	...	...	...	...	13,689	...	...	...	39,720	2,738	26,007
SCHOOL EDUCATION, GENERAL. Girls. Middle English Schools	80	31	103	9,474	26,725	...	...	1,998	27,258	13,231	57,040
SCHOOL EDUCATION, GENERAL. Girls. Middle Vernacular Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. Total	1,52,472	2,239	20,494	4,60,276	2,32,885	943	2,964	13,830	5,15,064	89,056	2,15,113
Primary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys	48,840	4,288	9,727	8,15,006	1,36,283	510	*2,718	†45,587	1,37,394	71,517	2,78,383
SCHOOL EDUCATION, GENERAL. Girls	7	576	924	1,15,955	46,696	838	...	21,288	26,839	41,492	1,47,374
SCHOOL EDUCATION, GENERAL. Total	48,847	4,864	10,651	9,30,961	1,82,979	1,348	2,718	‡66,875	1,64,223	1,13,009	4,25,757
Schools for Special Instruction.											
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	62	...	33	13,750	2,500	...	...	...	...	...	5,704
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	9	...	686	10,824	900	...	...	...	137	...	1,681
SCHOOL EDUCATION, SPECIAL. School of Art	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	400	...	...	...	270
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	4,125	...	950	150	2,610	4,200	739
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	16	34	576	23,680	93,026	...	1,996	23,946	22,603	30,728	89,352
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	1,365	...	...	...	1,099	...	2,353
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	62	...	...	1,758	10 504	...	...	...	1,175	70	2,474
SCHOOL EDUCATION, SPECIAL. Total	149	34	1,295	49,012	1,12,420	...	3,346	24,096	27,624	34,998	1,02,573
Buildings	...	...	...	1,03,071	90,391	...	...	...	550	9,467	38,36
Furniture and Apparatus (Special Grants only)	...	...	...	13,238	10,543	...	...	250	5,071	1,770	33,663
Total	...	...	...	1,16,309	1,00,934	...	...	250	5,621	11,237	72,026
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure of Public Instruction.	2,14,875	7,137	33,426	16,38,669	6,97,218	2,291	15,778	1,22,550	8,87,200	2,48,300	8,33,367

* This includes Rs. 115 on account of

† This includes Rs. 84 on account of

‡ This includes Rs. 501 on account of

TABLE IV—*continued.*

continued.

MANAGEMENT.

Native States.		Unaided.				TOTAL EXPENDITURE FROM							GRAND TOTAL.
										All other sources.			
											Public.		
Native State Revenues, etc.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	N. S. Revenues.	Imperial Fund.	
6b	6	7a	7b	7c	7	8a	8b	8c	8d	8e	8f	8g	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,85,315	...	...	13,265	13,265	1,46,911	6,770	17,499	2,48,535	46,870	67,718	...	5,34,333
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	—14,943	...	...	27,810	1,980	...	...	24,747
...	...	...	...	...	...	1,34,175	...	...	86,560	2,733	...	...	2,23,427
...	...	...	...	...	...	71,221	...	...	17,925	1,955	...	...	94,001
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	76,657	250	...	...	...	...	...	76,937
...	2,85,315	...	...	13,265	13,265	4,17,011	7,020	17,499	3,90,780	53,437	67,718	...	9,53,445
12,000	5,81,671	2,34,613	2,359	55,510	2,92,482	3,04,498	784	17,228	8,77,039	1,98,361	2,08,227	943	16,07,110
5,694	2,97,422	39,199	13,850	38,864	91,913	1,12,860	9,392	40,242	2,96,738	1,47,284	85,278	...	6,91,794
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	83,154	11,309	...	8,303	19,612	23,931	...	...	51,575	37,109	...	...	1,14,615
...	1,26,302	461	...	4,333	4,794	26,803	...	2,206	27,904	74,788	9,260	...	1,41,051
...	...	...	...	...	...	...	...	...	...	...	...	...	...
17,694	10,87,549	2,85,572	16,209	1,07,010	4,08,791	4,68,182	10,176	59,676	12,55,236	4,57,542	3,02,765	943	25,54,570
11,438	6,83,830	11,857	2,919	54,056	38,832	21,03,815	6,59,527	6,10,940	4,30,347	4,31,247	7,64,039	1,665	50,01,580
1,472	2,85,999	2,719	1,920	5,346	9,985	1,79,565	73,535	2,04,833	29,832	1,99,933	1,16,170	1,813	8,05,681
12,910	9,69,819	14,576	4,839	59,402	78,817	22,83,380	7,33,062	8,15,773	4,60,179	6,31,180	8,80,209	3,478	58,07,261
...	8,204	...	...	...	...	1,57,349	43,931	1,460	65	7,581	13,425	...	2,23,711
597	3,315	...	180	6,796	6,976	43,654	7,121	3,636	147	12,051	11,009	...	77,618
...	...	...	...	...	...	46,156	...	...	12,852	10,108	...	...	69,416
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	670	...	...	...	...	42,117	3,200	...	3,729	11,264	...	...	60,310
...	12,774	...	...	...	...	4,125	950	150	2,610	4,939	...	...	12,774
500	2,62,151	457	644	16,700	17,801	1,34,790	19,089	33,148	26,072	1,47,777	23,554	...	3,84,430
...	4,817	6,240	...	1,118	7,358	2,243	...	544	8,413	3,471	...	...	14,071
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	10,549	...	1,426	...	4,325	...	...	16,300
...	14,223	...	...	24	24	78,836	14	3,479	4,765	2,583	1,036	...	91,403
1,097	3,06,154	6,697	821	24,639	32,159	5,20,149	74,205	43,843	58,653	2,04,099	49,084	...	9,50,633
...	1,38,771	...	4,325	...	4,325	8,29,036	1,72,589	65,115	550	60,778	1,03,071	...	12,31,139
...	51,297	...	366	360	726	38,769	2,875	396	5,071	36,159	13,238	...	96,508
...	1,90,063	...	4,691	360	5,051	8,67,805	1,75,464	65,511	5,621	96,937	1,16,309	...	13,27,647
...	...	...	...	...	...	10,090	...	...	1,58,616	39,092	...	...	2,07,618
...	...	...	...	...	...	65,880	...	...	...	...	...	...	65,880
...	...	...	...	...	...	4,35,219	11,932	...	...	142	79,270	...	5,26,563
...	...	...	...	...	...	7,562	960	80	5,059	28,537	2,958	...	45,156
...	...	...	...	...	...	500	...	...	...	164	...	...	664
...	...	...	...	...	...	...	...	...	...	20,965	...	...	20,965
...	...	...	...	...	...	9,333	19,243	393	3,313	18,903	15,629	...	66,804
...	...	...	...	...	...	1,360	26,362	3,057	90	5,423	8,018	...	44,309
...	...	...	...	...	...	...	...	...	...	692	...	...	692
...	...	...	...	...	...	6,903	2,220	1,719	80	7,290	1,492	...	19,704
...	...	...	...	...	...	...	...	120	...	7,233	...	...	7,353
...	...	...	...	...	...	95,435	15,270	4,884	59,951	1,26,577	16,249	...	3,18,366
...	...	...	...	...	...	6,32,192	75,987	10,243	2,27,109	2,54,917	1,23,616	...	13,24 064
31,701	28,38,905	3,06,845	26,563	2,04,675	5,38,083	51,88,719	10,75,894	10,12,545	23,97,628	16,98,112	15,40,301	4,421	1,29,17,620

Local Cess levied in Native States.

Municipal Cess levied in Native States.

Municipal Funds levied in Native States.

EDUCATION—GENERAL

GOVERNMENT OF

Return of Expenditure on Public Instruction in schools for Europeans

Objects of Expenditure.	PUBLIC										
	UNDER PUBLIC										
	Managed by Government.								Managed by District		
	Provincial Revenue.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	Local Funds.	Municipal Funds.
1	2*a*	2*b*	2*c*	2*d*	2*e*	2*f*	2*g*	2	3*a*	3*b*	3*c*
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Oriental	.....	...	...	...	.....	...	...	.....	.....	.....	...
Colleges or Departments of Colleges for Professional Training.											
COLLEGIATE EDUCATION. Law	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Medicine	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Engineering	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Teaching	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Agricultural	.....	...	...	...	.....	...	...	.....	.....	.....	...
COLLEGIATE EDUCATION. Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Secondary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools English	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. ,, Girls. High Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. ,, Girls. Middle Schools English	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. ,, Girls. Middle Schools Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Primary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. ,, Girls	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, GENERAL. Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Schools for Special Instruction.											
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. School of Art	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Law Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Other Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
SCHOOL EDUCATION, SPECIAL. Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Buildings	.....	...	...	...	.....	...	...	.....	.....	.....	...
Furniture and Apparatus only Special Grants	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
University	.....	...	...	...	.....	...	...	.....	.....	.....	...
Direction	.....	...	...	...	.....	...	...	.....	.....	.....	...
Inspection	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Arts Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Professional Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Secondary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Primary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Medical Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Technical and Industrial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Other Special Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Miscellaneous	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total Expenditure of Public Instruction.	.....	...	...	...	.....	...	...	.....	.....	.....	...

TABLE IV-A.

INDIA.

and Eurasians in the Bombay Presidency for the Official year 1911-1912.

INSTITUTIONS.													
MANAGEMENT.													
Local Boards.				Managed by Municipal Boards.							Maintained by Native States.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Native State Revenues.	Local Fund levied in Native States.	Municipal Funds raised in Native States.
3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4	5a	5b	5c
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Objects of Expenditure.	PUBLIC INSTITUTIONS—										
	UNDER PUBLIC MANAGEMENT—*continued.*				UNDER PRIVATE						
	Maintained by Native States—*continued.*				Aided by the Department or by Local or Municipal Boards or by						
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.
1	5*d*	5*e*	5*f*	5	6*a*	6*b*	6*c*	6*d*	6*e*	6*f*	6*g*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.											
COLLEGIATE EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.											
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	..	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agricultural	...	...	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Total	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	...	...	...	...	58,764	6,000	...	720	73,819	23,960	32,293
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools. English	...	...	...	...	7,464	...	...	60	10,960	7,184	38,247
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. ,, Girls. High Schools	...	...	...	...	50,751	...	...	180	75,672	14,764	32,045
SCHOOL EDUCATION, GENERAL. ,, Girls. Middle Schools. English	...	...	...	...	6,113	840	...	260	6,425	5,634	12,735
SCHOOL EDUCATION, GENERAL. ,, Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. Total	...	...	...	...	1,23,092	6,840	...	1,220	1,66,876	51,742	1,15,320
Primary Schools.											
SCHOOL EDUCATION, GENERAL. For Boys	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. ,, Girls	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. Total	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.											
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	...	...	...	...	4,316	...	...	...	4,613	350	2,322
SCHOOL EDUCATION, SPECIAL. School of Art	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	...	...	...	...	5,0 0	...	...	...	2,204	336	310
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	2,000	...	...	...	734	...	114
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	...	...	...	...	1,1 5	125	...	...	437	...	509
SCHOOL EDUCATION, SPECIAL. Total	...	...	...	...	12,475	125	...	...	7,938	1,186	3,255
Buildings	...	...	...	...	20,332	...	...	...	...	...	21,945
Furniture and Apparatus (Special Grants only)	...	...	...	...	12,772	...	...	...	...	...	3,599
Total	...	...	...	...	33,104	...	...	...	...	...	25,544
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	..	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	..	...	...
Total Expenditure of Public Instruction.	...	...	...	...	1,68,671	6,965	...	1,220	1,74,864	52,928	1,44,119

TABLE IVA—*continued.*

continued.

Management.						Total Expenditure from							
Native States.		Unaided.								All other Sources.			Grand Total.
											Public.		
Native State Revenues, etc.	Total.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	N. S. Revenues.	Imperial Fund.	
6*h*	6	7*a*	7*b*	7*c*	7	8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	1,95,556	.....	...	.....	...	58,764	.....	720	73,819	56,253	.....	6,000	1,95,556
...	63,915	102	...	704	806	7,461	.....	60	11,062	46,135	.....	...	64,721
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	1,73,412	.....	...	.....	...	50,751	.....	180	75,672	46,809	.....	...	1,73,412
620	32,827	409	...	2,301	2,710	6,113	.....	240	6,834	20,870	620	840	35,537
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
620	4,65,710	511	...	3,005	3,516	1,23,092	.....	1,200	1,67,287	1,70,067	620	6,840	4,69,226
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
..	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	12,101	.....	...	.....	...	4,316	.....	.....	4,613	3,172	.....	...	12,101
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	7,850	.....	...	.....	...	5,000	.....	.....	2,204	616	.....	...	7,850
...	2,848	.....	...	.....	...	2,000	.....	.....	734	114	.....	...	2,848
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	2,230	.....	...	.....	...	1,159	.....	.....	437	509	.....	125	2,230
...	25,029	.....	...	.....	...	12,475	.....	.....	7,988	4,441	.....	125	25,029
...	42,277	.....	...	.....	...	20,332	.....	.....	.....	21,945	.....	...	42,277
...	16,371	.....	...	.....	...	12,772	.....	.....	.....	3,599	.....	...	16,371
...	58,648	.....	...	.....	...	33,104	.....	.....	.....	25,544	.....	...	58,648
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	8,309	.....	.....	.....	.....	.....	...	8,309
...	.....	.....	...	.....	...	1,474	.....	.....	.....	.....	.....	...	1,474
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	3,204	.....	.....	.....	8,154	.....	...	11,358
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	.....	.....	.....	.....	.....	.....	...	.....
...	.....	.....	...	.....	...	28,103	.....	.....	54,179	43,091	.....	490	1,25,863
...	.....	.....	...	.....	...	41,090	.....	.....	54,179	51,245	.....	490	1,47,004
620	5,49,387	511	...	3,005	3,516	2,09,761	.....	1,200	2,29,554	2,51,297	620	7,455	6,99,907

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March 1912.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys	Government	English	26	8,516	5,278	1	5,279	3,237	...	3,237
	District Board	English	4	294	105	...	105	189	...	189
	Municipal	English	59	4,673	1,561	...	1,561	3,112	...	3,112
	Native States	English	126	14,024	5,824	3	5,827	8,194	3	8,197
	Aided	English	179	27,649	9,300	88	9,388	13,095	327	13,422
	Unaided	English	86	12,418	5,181	50	5,231	6,417	47	6,464
		Total	480	67,574	27,249	142	27,391	34,244	377	34,621
For Girls	Government	English	2	311	...	123	123	...	188	188
	District Board	English	...	...	...	...	...	...	...	...
	Municipal	English	1	46	...	...	...	...	...	...
	Native States	English	2	62	...	10	10	...	52	52
	Aided	English	66	6,023	...	625	625	31	1,655	1,686
	Unaided	English	8	585	5	157	162	12	364	376
		Total	79	7,027	5	915	920	43	2,259	2,302
Total, Secondary Schools			559	74,601	27,254	1,057	28,311	34,287	2,636	36,923
PRIMARY SCHOOLS—										
For Boys	Government		11	1,360	...	...	...	...	...	...
	District Board		6,251	338,055	...	...	...	...	...	...
	Municipal		718	90,554	...	...	...	...	...	...
	Native States		2,464	146,498	...	...	...	...	...	...
	Aided		2,035	89,422	...	...	...	...	...	...
	Unaided		130	6,502	...	...	...	...	...	...
		Total	11,609	672,391	...	...	...	...	...	...
For Girls	Government		6	833	...	...	...	...	...	...
	District Board		356	17,414	...	...	...	...	...	...
	Municipal		255	24,757	...	...	...	...	...	...
	Native States		254	20,665	...	...	...	...	...	...
	Aided		272	19,993	...	...	...	...	...	...
	Unaided		11	1,077	...	...	...	...	...	...
		Total	1,154	84,739	...	...	...	...	...	...
Total, Primary Schools			12,763	757,130	...	...	...	...	...	...
Grand Total			13,322	831,731	27,254	1,057	28,311	34,287	2,636	36,923

TABLE V.

Education in the Bombay Presidency at the end of the official year 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	8,515	1	8,516
...	...	...	...	...	...	...	...	...	294	...	294
...	...	...	...	...	...	...	...	...	4,673	...	4,673
...	...	...	...	...	...	...	...	...	14,018	6	14,024
1,653	187	1,840	2,472	363	2,835	101	63	164	26,621	1,028	27,649
159	54	193	404	114	518	9	3	12	12,170	248	12,418
1,812	221	2,033	2,876	477	3,353	110	66	176	66,291	1,283	67,574
...	...	...	...	...	...	...	...	...	...	311	311
...	...	...	...	...	...	...	...	...	...	...	...
...	11	11	...	24	24	...	11	11	...	46	46
...	...	...	...	...	...	...	...	...	...	62	62
57	915	972	491	1,827	2,318	168	254	422	747	5,276	6,023
...	3	3	9	27	36	3	5	8	29	556	585
57	929	986	500	1,878	2,378	171	270	441	776	6,251	7,027
1,869	1,150	3,019	3,376	2,355	5,731	281	336	617	67,067	7,534	74,601
628	1	629	522	11	533	187	11	198	1,337	23	1,360
96,478	1,402	97,880	115,488	6,340	121,828	101,252	17,095	118,347	313,218	24,837	338,055
32,574	187	32,761	31,779	1,031	32,810	22,470	2,513	24,983	86,823	3,731	90,554
43,874	426	44,300	52,936	1,873	54,809	42,705	4,634	47,339	139 515	6,983	146,498
19,831	603	20,434	35,072	3,026	38,098	26,625	4,235	30,890	81,528	7,894	89,422
1,802	22	1,824	2,403	124	2,532	1,702	444	2,146	5,912	590	6,502
195,187	2,641	197,828	238,205	12,405	250,610	194,941	29,012	223,953	624,333	44,058	672,391
3	298	301	5	320	325	1	206	207	9	824	833
...	2,439	2,439	15	5,624	5,639	15	9,321	9,336	30	17,384	17,414
9	4,316	4,325	45	9,406	9,451	216	10,765	10,981	270	24,487	24,757
2	3,861	3,863	4	7,795	7,799	35	8,968	9,003	41	20,624	20,665
198	4,332	4,530	822	7,904	8,726	667	6,070	6,737	1,687	18,306	19,993
7	216	223	23	492	520	22	312	334	57	1,020	1,077
219	15,462	15,681	919	31,541	32,460	956	35,642	36,598	2,094	82,645	84,739
195,406	18,103	213,509	239,124	43,946	283,070	195,897	64,654	260,551	630,427	126,703	757,130
197,275	19,253	216,528	242,500	46,301	288,801	196,178	64,990	261,168	697,494	134,237	831,731

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	5	5	1	11	37	65	2	1	105
2. Bachelor of Arts	5	5	...	10	167	339	...	108	614
3. Bachelor of Science	4	4	...	8	14	17	...	...	31
4. Intermediate Arts Examination	6	5	...	11	257	495	...	95	847
5. Do. Science Examination	3	4	...	7	19	26	...	...	45
6. Previous Examination	6	5	...	11	513	944	...	194	1,651
Oriental Colleges	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law—									
1. Master of Laws	...	...	...	...	...	...	...	3	3
2. Bachelor of Laws	1	...	...	1	316	...	...	...	316
3. First LL.B.	1	...	...	1	299	...	...	...	299
Medicine—									
1. M.D.	1	...	...	1	2	...	...	...	2
2. M.B., B.S., Part I	1	...	...	1	22	...	...	...	22
3. M.B., B.S., Part II	1	...	...	1	22	...	...	...	22
4. L.M. & S.	1	...	...	1	196	...	...	...	196
5. Intermediate M.B., B.S. Examination	1	...	...	1	116	...	...	...	116
6. Preliminary Scientific Examination	1	...	...	1	156	...	...	...	156
7. Second L.M. & S.	1	...	...	1	125	...	...	...	125
8. First L.M. & S.	1	...	...	1	12	...	...	...	12
Bachelor of Hygiene Part I	1	...	...	1	5	...	...	...	5
Do. Part II	1	...	...	1	5	...	...	...	5
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. L.C.E.	1	...	...	1	40	...	...	...	40
3. Second L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
5. Examination in Art Drawing	...	...	...	...	...	...	...	...	...
6. First Examination in Engineering	1	...	...	1	64	...	...	...	64
7. Second Examination in Engineering. Civil	1	...	...	1	56	...	...	...	56
7. Second Examination in Engineering. Mechanical	...	...	...	...	...	...	...	...	...
7. Second Examination in Engineering. Electrical	...	...	...	...	...	...	...	...	...
8. B. E. Examination. Civil	1	...	...	1	9	...	...	...	9
8. B. E. Examination. Mechanical	...	...	...	...	...	...	...	...	...
8. B. E. Examination. Electrcial	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture—									
1. B.Ag.	1	...	...	1	27	...	...	...	27
2. Second Examination or S.Ag.					18	...	...	...	18
3. First Examination or F.Ag.					31	...	...	...	31
Schools for General Education.									
1. Matriculation. Boys	54	49	19	122	1,603	1,184	664	459	3,910
1. Matriculation. Girls	5	22	5	32	17	56	24	12	109
2. Middle School Examination. Boys	142	67	27	236	2,593	1,409	579	...	4,581
2. Middle School Examination. Girls	2	4	...	6	13	38	...	...	51
3. Upper Primary Examintaion. Boys	6,015	669	29	6,713	42,573	4,491	164	...	47,228
3. Upper Primary Examintaion. Girls	515	136	2	653	1,950	1,028	1	...	2,979
4. Lower Primary Examination. Boys	8,140	1,135	39	9,314	74,481	8,446	220	...	83,147
4. Lower Primary Examination. Girls	821	168	3	992	6,338	2 071	29	...	8,438
5. School Final Examination. Boys	62	47	19	128	925	613	177	2	1,717
5. School Final Examination. Girls	...	...	...	...	...	...	...	...	...
6. European High School Examination	...	13	...	13	...	28	...	...	28
7. Vernacular Final Examination. Boys	1,248	67	172	1,487	5,172	520	311	1,170	7,173
7. Vernacular Final Examination. Girls	2	...	1	3	2	...	5	...	7

TABLE VI.

Bombay Presidency during the Official Year 1911-1912.

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Bráhmins.	Non-Bráhmins.	Mahomedans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*
22	36	2	1	61	...	1	52		2	...	6	...
114	263	...	65	442	1	9	372		15	...	45	...
12	14	...	...	26	...	1	19		...	...	6	...
165	373	...	45	583	7	9	498		15	...	51	3
9	21	...	...	30	...	...	27		...	...	3	...
227	542	...	45	814	5	28	630		31	...	114	6
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	2	2	...	...	1		...	...	1	...
178	...	...	...	178	...	4	146		5	...	22	1
187	...	...	...	187	1	6	157		7	...	14	2
1	...	...	...	1	...	...	.....		...	...	1	...
14	...	...	...	14	...	...	9		...	...	5	...
4	...	...	...	4	1	...	2		...	...	1	...
55	...	...	...	55	5	7	26		1	...	14	2
54	...	...	...	54	1	2	29		...	...	22	...
82	...	...	...	82	3	7	57		2	...	13	...
56	...	...	...	56	...	8	31		3	...	14	...
7	...	...	...	7	1	...	5		...	...	1	...
2	...	...	...	2	...	1	.....		...	...	1	...
3	...	...	...	3	...	1	.....		...	...	2	...
...	...	...	...	...	...	...	.....		...	...	...	...
16	...	...	...	16	...	...	14		1	...	1	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
43	...	...	...	43	...	3	32		...	...	8	...
27	...	...	...	27	...	...	21		...	...	6	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
8	...	...	...	8	...	...	8		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
22	...	...	...	22	...	1	21		...	...	...	...
16	...	...	...	16	...	2	14		...	...	...	...
21	...	...	...	21	...	2	18		...	...	1	...
862	609	310	180	1,961	10	62	1,586		78	...	212	13
13	34	13	4	64	12	14	14		1	...	17	6
1,367	799	285	...	2,451	...	27	725	1,431	143	...	122	3
7	24	...	...	31	...	...	2	19	...	...	10	...
22,526	2,471	96	...	25,093	...	229	5,716	15,806	2,987	...	291	64
1,270	682	1	...	1,953	...	185	505	911	71	...	260	21
45,371	4,577	145	...	50,093	...	492	7,490	34,715	6,842	...	445	109
4,161	1,388	24	...	5,573	...	144	1,471	3,134	356	2	428	38
347	283	46	1	677	3	15	377	227	45	...	10	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	16	...	...	16	13	3	...	...	...	...	...	...
2,858	312	132	348	3,650	...	40	1,479	1,653	470	...	1	7
2	...	5	...	7	...	...	7	...	...	...	...	...

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Schools for Special Education.									
1. Secondary Teachers College Diploma Examination	1	...	...	1	31	...	...	...	31
2. Secondary Teachers Certificate Examination	...	29	1	30	...	64	1	...	5
3. Training School Examination for Masters — 1st Year	6	1	...	7	517	39	...	107	663
2nd „	6	1	...	7	344	15	...	24	383
3rd „	5	1	...	6	131	4	...	24	159
4. Training School Examination for Mistresses — 1st Year	6	4	1	11	90	27	...	40	157
2nd „	6	3	1	10	81	15	...	...	96
3rd „	5	...	1	6	58	...	3	1	62
4th „	1	...	...	1	9	...	...	2	11
5. First Grade Drawing Examination	82	190	210	482	1,274	2,576	2,323	183	6,356
6. Second Grade Drawing Examination	57	127	129	313	502	773	753	84	2,112
7. Third Grade Drawing Examination	39	86	94	219	272	368	360	159	1,159
8 Drawing Teachers Certificate Examination	1	...	...	1	21	...	...	...	21
9. Draughtsman's Course — 1st Year	1	...	...	1	26	...	...	33	59
2nd „	1	...	...	1	14	...	...	36	50
3rd „	1	...	...	1	10	...	...	...	10
4th „	1	...	...	1	13	...	...	...	13
10. English Medical Examination — 1st Year	3	...	...	3	76	...	...	...	76
2nd „	3	...	...	3	65	...	...	...	65
3rd „	3	...	...	3	66	...	...	...	66
4th „	3	...	...	3	59	...	...	...	59
11. Examination in Engineering — 1st Year	...	3	...	3	...	11	...	...	11
2nd „	...	3	...	3	...	13	...	...	13
3rd „	...	3	...	3	...	4	...	...	4
12. Examination in Surveying	...	...	...	...	...	...	...	...	...
13. London Chamber of Commerce Examination — Junior	...	2	20	22	...	24	85	28	137
Senior	...	2	27	29	...	28	265	53	346
14. Cambridge Local Examination — Higher	...	1	...	1	...	3	...	...	3
Senior	...	12	...	12	...	33	...	2	35
Junior	...	18	...	18	...	70	...	1	71
Preliminary	...	15	...	15	...	68	...	...	68
Victoria Jubilee Technical Institute Examinations. — L. M. E.*	...	1	...	1	...	36	...	...	36
L. T. M.*	...	1	...	1	...	21	...	...	21
L. E. E.*	...	1	...	1	...	21	...	...	21
In Metal Working and Enamelling*	...	...	...	...	...	...	...	...	...
College of Engineering Examinations. — Sub-Overseer	1	...	...	1	36	...	...	...	36
Electrical Engineering	1	...	...	1	4	...	...	...	4
Mechanical Engineering	1	...	...	1	18	...	...	...	18
Accountants Examination	5	...	...	5	19	...	...	...	19
Normal class	1	...	...	1	6	...	...	...	6
Veterinary College Examinations. — 1st Professional	1	...	...	1	20	...	...	...	20
2nd Professional	1	...	...	1	17	...	...	...	17
3rd Professional or G.B.V.C.	1	...	...	1	41	...	...	...	41
Manual Training Certificate Examination	17	...	...	17	126	...	...	...	126
Tapedars Agricultural Examination	1	...	...	1†	...	...	...	...	...

* { 1st Class 12, 2nd Class 23, Pass Class 1.
1st Class 9, 2nd Class 11.
1st Class 1, 2nd Class 13, Pass Class 2.

† Course of this school has been fixed for 18 months therefore no final examination was held in 1911-12.

TABLE VI—*continued.*

Number Passed.					Race or Creed of Passed Scholars.							
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Pársis.	Others.
							Brahmins.	Non-Brahmins.				
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*	16*h*
25	...	...	...	25	1	...	12	9	3	...	...	...
...	44	1	...	45	23	13	6	2	...	...	...	1
464	...	...	54	518	...	5	257	184	69	...	...	3
318	10	...	11	339	...	10	183	111	33	...	...	2
113	4	...	9	126	...	5	64	34	23	...	...	...
63	19	...	20	102	2	38	26	29	4	...	...	3
65	12	...	...	77	...	25	20	26	2	...	...	4
54	...	3	1	58	...	8	23	20	5	...	...	2
8	...	...	...	8	...	...	2	5	...	...	...	1
570	782	832	53	2,237	75	168	751	874	165	37	149	18
215	253	292	28	788	40	54	250	279	73	4	37	51
221	290	317	100	928	27	50	358	344	70	8	69	2
5	...	...	...	5	...	...	2	1	...	...	2	...
17	...	...	16	33	1	1	10	12	1	...	6	2
13	...	...	26	39	...	3	6	21	1	...	8	...
9	...	...	...	9	...	2	...	6	1	...	...	...
10	...	...	...	10	...	3	4	3	...	...	...	...
65	...	...	...	65	1	5	29	15	1	...	2	12
53	...	...	...	53	...	1	26	11	4	...	...	11
62	...	...	...	62	...	3	26	13	2	...	...	18
49	...	...	...	49	...	2	20	14	5	1	...	7
...	4	...	...	4	...	...	...	4	...	...	...	...
...	11	...	...	11	...	...	...	11	...	...	...	...
...	4	...	...	4	...	...	...	4	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	9	14	8	31	...	2	7	11	...	...	11	...
...	21	122	13	156	6	6	40	38	3	...	63	...
...	3	...	...	3	3	...	...	...	...	...	...	...
...	12	...	...	12	9	...	...	...	...	...	...	3
...	41	...	1	42	39	1	...	...	...	...	...	2
...	40	...	...	40	30	1	...	...	...	...	6	3
...	36	...	...	36	...	2	15	12	2	...	5	...
...	20	...	...	20	...	...	14	3	...	...	3	...
...	16	...	...	16	3	2	5	4	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	22	...	...	16	6	...	...	...	...
4	...	...	...	4	...	...	1	3	...	...	...	...
17	...	...	...	17	...	1	9	5	1	...	...	1
6	...	...	...	6	...	...	3	3	...	...	...	...
6	...	...	...	6	...	...	5	...	...	...	1	...
15	...	...	...	15	...	1	8	1	4	...	1	...
13	...	...	...	13	...	3	9	...	1	...	...	...
25	...	...	...	25	...	2	17	5	1	...	...	...
65	...	...	...	65	...	15	23	24	1	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the Distribution of Local Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE OF DISTRICT LOCAL BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Local Boards.											In Institutions managed by			Ex- Total Local Board on Public penditure Instruction.
	Number of Institution	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Daily Attendance.	Provincial Grants.	Local Cess.	Municipal Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
Collegiate Education. — English	..	..	..	..	..	..	..	..	..	..	..	..	..	6,750	6,750
Collegiate Education. — Oriental	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Collegiate Education. — Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	250	..	..	250
Total	..	..	..	..	..	..	..	..	..	..	..	250	..	6,750	7,000
Secondary Schools.															
School Education, General. — For Boys. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	784	784
School Education, General. — For Boys. — Middle Schools. — English	4	294	278	241	..	6,579	..	3,126	..	..	9,705	..	633	2,180	9,392
School Education, General. — For Boys. — Middle Schools. — Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, General. — For Girls. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, General. — For Girls. — Middle Schools. — English	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, General. — For Girls. — Middle Schools. — Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	4	294	278	244	..	6,579	..	3,126	..	..	9,705	..	633	2,964	10,176
Primary Schools.															
School Education, General. — For Boys	6,251	338,055	333,033	247,187	16,80,097	6,08,887	..	1,53,058	1,447	4,231	24,47,720	..	48,037	2,718	6,59,527
School Education, General. — For Girls	356	17,414	16,996	11,139	58,805	66,081	..	..	..	..	1,24,886	30	7,424	..	73,535
Total	6,607	355,469	350,029	258,326	17,38,902	6,74,968	..	1,53,058	1,447	4,231	25,72,606	30	55,461	2,718	7,33,062
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	..	..	..	..	..	..	..	..	..	..	..	43,331	..	..	43,331
School Education, Special. — Training Schools for Mistresses	..	..	..	..	..	..	..	..	..	..	..	7,121	..	..	7,121
School Education, Special. — School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, Special. — Medical Schools	..	..	..	..	..	..	..	..	..	..	..	2,800	..	400	3,200
School Education, Special. — Engineering and Surveying Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	950	950
School Education, Special. — Technical and Industrial Schools	6	422	427	309	8,362	15,293	..	..	..	3,916	27,571	..	1,800	1,996	19,089
School Education, Special. — Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, Special. — Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, Special. — Reformatory Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School Education, Special. — Other Schools	..	..	..	..	345	..	..	..	..	..	345	..	14	..	14
Total	6	422	427	309	8,707	15,293	..	..	..	3,916	27,916	53,752	1,814	3,346	74,205
Buildings	..	..	..	..	63,471	1,72,589	..	..	2,754	869	2,39,683	..	..	..	1,72,589
Furniture and Apparatus (Special Grants only)	..	..	..	..	12,616	2,875	..	..	..	..	15,491	..	..	..	2,875
Total	..	..	..	..	76,087	1,75,464	..	..	2,754	869	2,55,174	..	..	..	1,75,464
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,932
Scholarships held in .. — Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	960
Scholarships held in .. — Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19,243
Scholarships held in .. — Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26,362
Scholarships held in .. — Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in .. — Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,220
Scholarships held in .. — Other Special Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15,270
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	75,987
Grand Total	6,617	356,185	350,734	258,879	18,23,696	8,72,304	..	1,56,184	4,201	9,016	28,65,401	54,032	57,908	15,778	10,75,894

TABLE VII.

Public Instruction in the Bombay Presidency for the official year 1911-1912.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants	Municipal Rates.	Local Boards' Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Boards on Municipal and Public Instruction.	REMARKS.
7	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	..	..	..	..	..	..	..	..	..	..	..	17,499	17,499	24,249	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	250	
..	..	..	..	..	..	..	..	..	..	..	..	..	17,499	17,499	24,499	
4	1,041	958	801	8,249	..	12,837	18,628	..	164	39,878	..	..	5,111	17,948	18,732	
55	3,632	3,899	3,295	21,283	633	32,801	47,967	58	486	1,03,228	..	..	7,501	40,302	49,694	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	180	180	180	
1	46	44	31	168	..	208	115	..	..	491	..	..	2,258	2,466	2,466	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
60	4,719	4,901	4,127	29,700	633	45,846	66,710	58	650	1,43,597	..	..	15,050	60,896	71,072	
718	90,554	92,829	70,815	2,69,962	48,037	5,65,688	77,042	911	3,768	9,65,414	..	..	45,587	6,10,940	12,70,467	
255	24,757	23,561	15,316	64,496	7,424	1,83,795	8	1,014	1,117	2,57,854	..	..	21,288	2,04,833	2,78,368	
973	115,311	116,390	86,131	3,34,458	55,461	7,49,483	77,050	1,925	4,885	12,23,268	..	..	66,875	8,15,773	15,48,835	
..	..	..	..	..	..	..	..	..	..	..	1,460	..	..	1,460	45,291	
1		13	12	500	..	1,914	..	..	..	2,414	1,722	..	..	3,636	10,757	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,200	
..	..	..	..	..	..	..	..	..	..	..	..	..	150	150	1,100	
4	219	231	141	6,035	1,800	9,202	..	..	4,196	21,233	..	..	23,946	33,148	52,237	
1	137	110	102	878	..	544	1,074	..	..	2,496	..	..	..	544	544	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	1,426	..	..	1,426	1,426	
..	7	11	7	2,143	14	979	18	..	..	3,154	2,500	..	..	3,479	3,493	
6	372	365	262	9,556	1,814	12,639	1,092	..	4,196	29,297	7,108	..	24,096	43,843	1,18,043	
..	..	..	..	11,811	..	65,115	..	5,000	..	81,926	..	..	..	65,115	2,37,704	
..	..	..	..	257	..	146	..	..	..	403	..	..	250	396	3,271	
..	..	..	..	12,068	..	65,261	..	5,000	..	82,329	..	..	250	65,511	2,40,975	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,932	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	80	1,040	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	383	19,626	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,057	29,419	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,719	3,939	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	120	120	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,884	20,154	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,243	86,230	
1,039	120,402	121,656	90,520	3,85,782	57,908	8,73,229	1,44,858	6,933	9,731	14,78,491	7,108	..	1,23,770	10,13,765	20,89,659	

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Boys' and Girls' Hostels or Boarding-houses in the Bombay Presidency for the official year 1911-1912.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, etc.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs.	Rs.	Rs.	Rs.	s.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government	25	1,952	107	240	305	...	1,300	25,653	...	373	...	496	5,006	746	120	32,394
2. Managed by District Local Boards ...	24	442	...	...	123	319	...	700	...	5,921	350	5,759	...	661	...	13,391
3. Managed by Municipal Boards	4	114	..	...	94	1	19	...	...	700	209	...	...	...	...	909
4. Maintained by Native States	13	492	86	...	280	61	65	...	...	...	...	91	...	...	13,376	13,467
5. Aided by Government or by Local or Municipal Boards or by Native States	52	3,282	526	13	1,635	764	344	21,146	...	6,816	4,325	42,452	56,813	51,965	2,609	1,86,126
6. Unaided	16	727	34	...	420	203	70	...	...	...	...	11,747	8,021	10,380	...	30,148
For Girls.																
1. Managed by Government	5	262	...	...	86	6	170	3,491	...	...	...	...	...	...	...	3,491
2. Managed by District Local Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Managed by Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Maintained by Native States	1	28	...	...	...	...	28	...	...	...	...	...	...	...	144	144
5. Aided by Government or by Local or Municipal Boards or by Native States	31	2,271	...	...	931	1,108	232	17,690	...	...	...	39,249	16,926	34,401	...	1,08,266
6. Unaided	1	25	...	...	...	25	...	...	...	...	...	...	189	...	...	189

EDUCATION—GENERAL TABLE IX.

GOVERNMENT OF INDIA.

Classification of pupils by age for the Official Year 1911-12.

Class of Institutions.	PRIMARY.																SECONDARY.					
	Rural or Lower Primary.						Upper Primary.										Middle Stage.					
	Infants.		I.		II.		III.		IV.		V.		VI.		VII.		I.		II.		III.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Below 5 ...	10,319	4,089	403	129	45	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5 to 6 ...	38,987	13,222	6,947	1,396	992	105	197	3	7	...	...	...	...	...	...	...	...	...	...	...	...	...
6 to 7 ...	46,412	15,863	16,227	3,598	4,448	895	1,232	71	62	7	...	...	...	...	...	...	3	1	...	...	...	...
7 to 8 ...	42,304	13,874	24,392	5,965	12,243	2,371	3,517	626	418	60	17	2	...	...	...	...	28	9	2	...	...	...
8 to 9 ...	29,337	9,110	22,678	5,543	18,440	3,787	9,273	1,534	2,569	304	118	18	1	...	...	...	161	93	18	2	6	...
9 to 10 ...	18,147	5,459	18,958	4,216	20,322	4,100	13,570	2,383	6,292	927	680	87	44	6	1	...	731	169	126	43	50	24
10 to 11 ...	10,325	2,566	11,501	2,701	16,461	3,206	14,653	2,274	9,427	1,400	2,563	267	226	28	22	9	1,726	123	589	66	216	18
11 to 12 ...	5,822	1,169	8,123	1,259	12,272	1,730	13,247	1,848	11,461	1,392	4,776	444	946	121	194	14	2,375	179	1,522	90	673	38
12 to 13 ...	3,094	428	4,658	567	7,958	817	11,169	908	10,948	913	5,571	505	2,078	172	536	25	2,538	238	2,198	168	1,541	50
13 to 14 ...	1,764	131	2,257	226	4,609	413	7,247	408	8,627	516	5,265	237	2,953	139	941	9	2,153	198	2,217	153	1,849	106
14 to 15 ...	850	34	1,046	67	2,361	106	4,057	158	5,850	275	4,134	126	3,025	119	1,728	9	1,514	154	1,814	153	1,853	62
15 to 16 ...	532	10	520	33	1,201	53	1,990	57	3,327	135	2,525	80	2,618	70	2,150	7	1,018	85	1,243	98	1,461	44
16 to 17 ...	269	4	236	11	574	15	924	18	1,671	57	1,399	49	1,407	39	1,609	7	607	18	682	52	968	20
17 to 18 ...	234	4	143	7	260	6	426	6	640	12	674	20	824	21	1,101	...	253	12	340	27	504	12
18 to 19 ...	132	...	104	2	155	5	240	4	259	3	201	9	309	9	613	...	95	1	147	4	206	6
19 to 20 ...	143	22	97	...	68	8	150	3	136	1	114	5	121	5	349	1	36	1	54	4	87	1
Over 20 ...	490	9	302	4	160	...	218	4	152	8	60	8	81	4	250	...	27	4	27	1	60	...
	209,191	65,997	118,592	25,724	102,589	17,628	82,110	10,305	61,843	6,010	28,102	1,907	14,633	733	9,484	81	13,265	1,235	10,979	861	9,474	381
	539,721						215,211										36,245					

EDUCATION—GENERAL TABLE IX—*continued.*

Class of Institutions.	Secondary—*continued.*								College.												Total.
	High Stage.																				
	IV.		V.		VI.		VII.		I.		II.		III.		IV.		V.		VI.		Total.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Below 5 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,767	4,229	14,996
5 to 6 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,130	14,726	61,856
6 to 7 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	68,414	20,438	88,852
7 to 8 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	82,921	22,907	105,828
8 to 9 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	82,601	20,391	102,992
9 to 10 ...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	78,924	17,414	96,338
10 to 11 ...	33	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	67,748	12,670	80,418
11 to 12 ...	253	21	28	13	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	61,682	8,319	70,001
12 to 13 ...	773	30	181	7	10	6	3	1	...	...	...	...	...	...	...	...	...	...	...	...	53,256	4,835	58,091
13 to 14 ...	1,392	108	642	21	111	10	17	2	...	...	...	...	...	...	...	...	...	...	...	...	42,044	2,727	44,771
14 to 15 ...	1,833	106	1,192	70	483	18	132	6	...	...	...	...	...	...	...	...	...	...	...	...	31,872	1,463	33,335
15 to 16 ...	1,923	88	1,555	87	1,019	52	508	26	11	1	...	...	...	...	...	...	...	...	...	...	23,601	926	24,527
16 to 17 ...	1,384	61	1,373	54	1,181	52	964	21	340	1	11	...	...	...	...	...	...	...	...	...	15,599	479	16,078
17 to 18 ...	837	36	1,053	39	1,050	28	1,199	22	447	10	182	...	10	...	35	...	...	...	...	...	10,212	262	10,474
18 to 19 ...	484	5	621	14	730	20	1,083	8	362	9	158	2	114	...	91	1	...	...	...	...	6,104	102	6,206
19 to 20 ...	194	3	314	7	372	9	814	15	249	8	143	11	122	2	112	...	1	...	2	...	3,698	106	3,804
Over 20 ...	107	1	170	6	281	7	866	17	269	11	221	8	163	7	375	5	68	2	30	...	4,377	106	4,483
	9,215	471	7,131	318	5,237	203	5,536	118	1,678	40	715	21	409	9	613	6	69	2	32	...	690,950	132,100	823,050*
	28,279								3,594														

* This excludes students in Professional colleges, special schools and in Cutch State schools.

GENERAL TABLE X.

Number and qualifications of Teachers for the official year 1911-1912.

	In Primary Schools.					Middle Schools.				
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
Trained	56	4,468	1,792	297	10	22	1	22	109	21
Untrained	19	8,366	2,604	2,832	257	34	18	248	566	196
Total ...	75	12,834	4,396	3,129	267	56	19	270	675	217
B.A.'s	...	...	...	1	...	24	1	19	58	24
No degree	75	12,834	4,396	3,128	267	32	18	251	617	193
Total ...	75	12,834	4,396	3,129	267	56	19	270	675	217

	High Schools.					Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
Trained	131	...	7	228	14	4	...	...	1	...	7,183
Untrained	233	...	52	716	326	22	...	...	80	3	16,572
Total ...	364	...	59	944	340	26	...	...	81	3	23,755
B.A.'s	211	...	14	228	131	21	...	...	67	2	801
No degree	153	...	45	716	209	5	...	...	14	1	22,954
Total ...	364	...	59	944	340	26	...	...	81	3	23,755

APPENDIX B

SPECIAL RETURNS FOR EUROPEAN AND EURASIAN SCHCOLS FOR 1911-12.

No. 1.

Attendance.

Class of Intsitutions.	Aided Schools.				Unaided Schools.				Number of pupils on 31st March learning			Classification of pupils according to race or creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Number of Institutions.	Number of pupils on Rolls on 31st March 1912.	Average monthly number.	Average daily attendance.	Number of Institutions.	Number of pupils on Rolls on 31st March 1912.	Average monthly number.	Average daily attendance.	English.	A Classical Language.	A Vernacular Language.	Europeans or Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddists.	Parsis.	Others.		
For Boys ... High Schools	11	1,311	1,291	1,117	...	...	...	...	1,311	613	15	1,180	45	...	2	8	...	55	21	213	...
For Boys ... Middle Schools	7	447	438	351	1	16	16	14	463	110	...	446	1	...	2	...	...	2	13	194	...
For Girls ... High Schools	12	1,743	1,646	1,432	...	...	...	...	1,743	815	...	1,529	80	6	8	6	...	100	14	...	304
For Girls ... Middle Schools	10	393	379	311	2	47	47	38	440	14	...	426	11	...	...	...	...	3	...	...	135
Total ...	40	3,894	3,754	3,211	3	63	63	52	3,957	1,552		3,581	137	6	12	14	...	160	47	407	439
Normal Schools ...	4	42	41	37	...	...	...	...	42	2	...	41	...	...	...	...	...	1	...	...	...
Industrial Schools ...	1	22	22	22	...	...	...	...	...	...	...	22	...	...	...	...	...	...	...	...	...
Commercial Schools ...	1	23	17	12	...	...	...	...	...	...	...	22	...	..	...	...	...	...	1	...	...
Total ...	6	87	80	71	...	...	...	...	42	2	...	85	...	...	...	...	...	1	1	...	...
Grand Total ...	46	3,981	3,834	3,282	3	63	63	52	3,999	1,554	15	3,666	137	6	12	14	...	161	48	407	439

No. 2.

Expenditure

Class of Institutions.	Aided Institutions.									Unaided Institutions.				Total expenditure from							
	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native State Revenues.	Total.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowment and other sources.	Native State Revenues.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... High Schools	58,764	6,000	...	720	73,819	23,960	32,293	...	1,95,556	...	...	...	...	58,764	6,000	...	720	73,819	23,960	32,293	...	1,95,556
For Boys ... Middle Schools	7,464	...	...	60	10,960	7,184	38,247	...	63,915	102	...	704	806	7,464	...	...	60	11,062	7,184	38,951	...	64,721
For Girls ... High Schools	50,751	...	...	180	75,672	14,764	32,045	...	1,73,412	...	...	...	...	50,751	...	...	180	75,672	14,764	32,045	...	1,73,412
For Girls ... Middle Schools	6,113	840	...	260	6,425	5,834	12,735	620	32,827	409	...	2,301	2,710	6,113	840	...	260	6,834	5,834	15,036	620	35,537
Total	1,23,092	6,840	...	1,220	1,66,876	51,742	1,15,320	620	4,65,710	511	...	3,005	3,516	1,23,092	6,840	...	1,220	1,67,387	51,742	1,18,325	620	4,69,226
Normal Schools	4,316	...	...	...	4,613	850	2,322	...	12,101	...	...	...	...	4,316	...	...	...	4,613	850	2,322	...	12,101
Industrial Schools	5,000	...	...	...	2,204	336	310	...	7,850	...	...	...	...	5,000	...	...	...	2,204	336	310	...	7,850
Commercial Schools	2,000	...	...	...	734	...	114	...	2,848	...	...	...	...	2,000	...	...	...	734	...	114	...	2,848
Other Schools	1,159	125	...	...	437	...	509	...	2,230	...	...	...	...	1,159	125	...	...	437	...	509	...	2,230
Total	12,475	125	...	...	7,988	1,186	3,255	...	25,029	...	...	...	...	12,475	125	...	...	7,988	1,186	3,255	...	25,029
Scholarships	4,678	...	...	...	...	8,154	...	...	12,832	...	...	...	...	4,678	...	...	...	...	8,154	...	...	12,832
Buildings	20,332	...	...	...	...	...	21,945	...	42,277	...	...	...	...	20,332	...	...	...	...	...	21,945	...	42,277
Furniture and apparatus	12,772	...	...	...	...	...	3,599	...	16,371	...	...	...	...	12,772	...	...	...	...	...	3,599	...	16,371
Miscellaneous	28,103	490	...	...	54,179	43,091	...	...	1,25,863	...	...	...	...	28,103	490	...	...	54,179	43,091	...	...	1,25,863
Total	65,885	490	...	...	54,179	51,245	25,544	...	1,97,343	...	...	...	...	65,885	490	...	...	54,179	51,245	25,544	...	1,97,343
Grand Total	2,01,452	7,455	...	1,220	2,29,043	1,04,173	1,44,119	620	6,88,082	511	...	3,005	3,516	2,01,452	7,455	...	1,220	2,29,554	1,04,173	1,47,124	620	6,91,598

No. 3.

Stages of Instruction.

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
										1			2					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys	155	24	179	441	79	520	349	100	449	356	154	510	66	50	116	1,367	407	1,774
Girls	...	127	127	3	441	444	38	403	441	275	626	901	123	147	270	439	1,744	2,183
Total ..	155	151	306	444	520	964	387	503	890	631	780	1,411	189	197	386	1,806	2,151	3,957

No. 4.

Boarding-houses.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, etc.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided by Government or by Local or Municipal Boards or by Native States	8	412	...	...	379	11	22	10,648	...	...	...	18,237	13,536	12,956	...	55,377
For Girls.																
Aided by Government or by Local or Municipal Boards or by Native States	11	732	...	...	430	221	81	15,042	...	...	...	35,942	5,493	11,106	...	67,583

APPENDIX C.

No. 1565 of 1912-13.

Office of the University Registrar,
Bombay, 29th July 1912.

From

THE REGISTRAR,
University of Bombay;

To

THE SECRETARY to GOVERNMENT,
Educational Department, Bombay.

Sir,

With reference to your letter No. 894 of 1912, dated the 3rd April last, I am directed by the Syndicate to submit the following reply :—

During recent years the University of Bombay has effected many changes in its system of Examinations and Curricula. The course for the Matriculation Examination has been revised; the most important change was the removal of science, geography and vernaculars from the list of direct subjects of University Examinations, the proficiency of the candidates in these subjects being guaranteed by a certificate signed by the Head Master of the School from which the candidate appears. The Senior Cambridge and Oxford Local Examinations and the European High School Examinations have been accepted, on certain conditions, as equivalent to the Matriculation Examination of this University.

The Previous Examination continues as a University Examination, but it is now open to students to join the Medical Engineering or Agricultural College on producing a certificate from the Head of an affiliated Arts College that he has satisfactorily gone through the studies prescribed for the first year of the Arts course. In the first year's course for Arts, Elementary Physical Science has been substituted for ancient History.

In the course for the Intermediate Examination, Indian History and Administration has been substituted for Physics and Mathematics and Logic made alternative subjects.

The B.A. Examination consists now of only two subjects, Compulsory English and one of the following as an Optional Subject :—

(*a*) Languages,
(*b*) Mathematics,
(*c*) History and Economics,
(*d*) Mental and Moral Philosophy,
(*e*) Physics and Chemistry,
(*f*) Botany and Zoology.

Further, there will be a pass examination and an Honours Examination.

Science subjects have been removed from the M.A. Examination.

The curricula for the Intermediate Science and B.Sc. Examinations have been revised with a view to giving greater importance to the practical part. A new degree of M.Sc. has been instituted.

The old system of Engineering Examinations is in the course of abolition, the new system of B.E. Examinations taking its place.

In the same way, the old system of Medical Examinations is giving way before the new system of M.B., B.S. Examinations. An Examination for the Degree of Bachelor of Hygiene has been founded; and the admission to the Sanitary Branch of the M.D. Examination has been made conditional on the candidate having passed the B.Hy. Examination.

A degree in Commerce has been established in connection with this University.

The three tables asked for by the Government of India are appended and the diagram referred to in paragraph 4 of the letter of Government of India is submitted.

The University buildings consist of (*a*) Sir Cowasji Jehanghier Hall handed over to the University in 1875, and used for meetings of the Senate and for the Annual Convocation; (*b*) the University Library (which also accommodates the office of the Registrar) built from the funds given by Mr. Premchand Roychand in 1864; (*c*) the Rajabai Clock Tower, built by the same gentleman, also in 1864. The number of volumes in the Library is about eight thousand. The Library is open on most afternoons to Fellows, Professors of affiliated colleges, registered graduates, the University staff, graduates recommended by two Fellows, and to other persons by special order of the Syndicate. In some cases five, in others two, volumes may be borrowed. The number of persons using the Library is not very large. Steps are being taken to improve and enlarge the Library.

There are about 110 endowments, the interest on which is appropriated to certain Fellowships, Scholarships and Prizes. Thirty-one scholarships and prizes are awarded on certain conditions at the Matriculation Examination, twenty at the Previous Examination, eight at the Intermediate Examination, fourteen at the B.A. Examination, six at the M.A., six at the LL.B., fifteen at the Medical Examinations, and four at the Engineering Examinations. There are 13 medals and prizes which are awarded every year to graduates or under-graduates for the best essays written by them. Some of the essays, if considered deserving of publication, are under the terms of the respective endowments, printed at the expense of the Endowment Fund and published under the auspices of the University.

There is one State Scholarship tenable for three years, called the Government of India Scholarship, and is placed at the disposal of this University by rotation every two or three years as the case may be. The scholar has to study at Oxford or Cambridge University. There are no special arrangements for post graduate studies.

There is one (Springer) Research Scholarship tenable for two years and it is awarded on certain conditions to graduates of this University for research alternately in a scientific subject or a literary subject connected with Indian Archæology and Epigraphy or with Pali, Sanskrit, or Prakrit scholarship. Two scholarships, open to Hindu graduates tenable for three years, are awarded every year to enable graduates of this University to receive technical education in England.

There are no University Professors or readers, but there is one lectureship called the Wilson Philological Lectureship. The Lecturer is appointed by the Syndicate every year and delivers a course of six lectures on one of the following subjects:—

I. Sanskrit and Prakrit languages derived from it.
II. Hebrew and the other Semitic languages.
III. Latin and Greek.
IV. English viewed in connection with Anglo Saxon and its other sources.

The yearly income is derived from the interest on the invested funds, from Government grants and from fees. The financial position for the official year ending 31st March 1912 was as follows:—

Receipts.	Rs.	Expenditure.	Rs.
From invested funds ...	19,084	Salaries	18,471
Government grants ...	10,000	Library	500
Fees	1,67,387	Examinations	1,09,853
Miscellaneous	9,243	Administration exclusive of the above	29,792
		Travelling allowance ...	10,927

I have, etc.
(Signed) F. M. DASTUR,
Registrar, University of Bombay.

TABLE I.—*Colleges and Students.*

Kind of college.	Distribution of colleges and students by territories.								Remarks.
	Bombay Presidency.		Baroda.		Sind.		Total.		
	No. of colleges.	No. of students.	No. of colleges.	No. of students.	No. of colleges.	No. of students.	No. of colleges.	No. of students.	
1	2	3	4	5	6	7	8	9	10
Arts Colleges for men ...	9	3,431*	1	397‡	1	298§	11	4,126	All the colleges are open to women.
Arts Colleges for women...	...	...	...	...	...	...	...	...	
Agricultural College ...	1	102	...	...	...	...	1	102	
Law College ...	1	458	...	...	...	...	1	458	
Engineering College ...	1	148	...	...	...	...	1	148	
Medical College ...	1	496†	...	...	...	...	1	496	
Total ...	13	4,635	1	397	1	298	15	5,330	

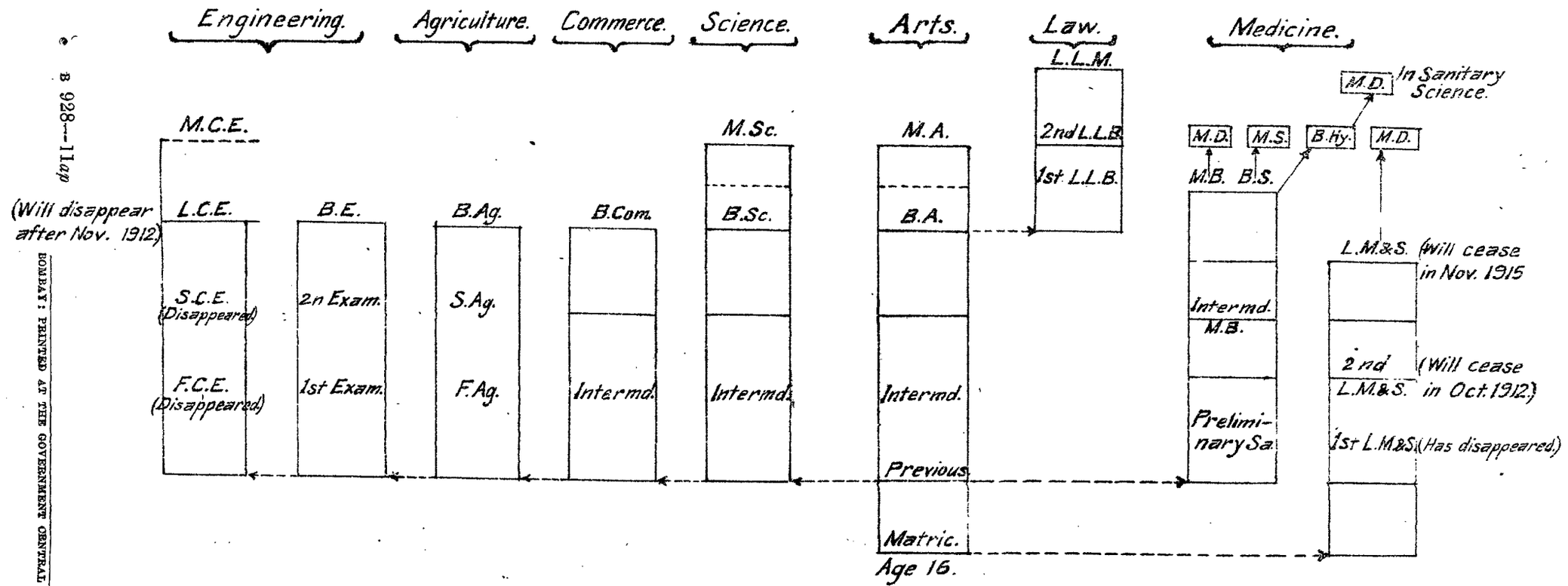
*Including 69 women. †Including 29 women. ‡Including 4 women. §Including 3 women.

TABLE II.—*Examinations.*

Faculties or groups of subjects.	Number of candidates who appeared and passed at each collegiate stage.																Grand total of candidates in all collegiate stages.				Distribution of examinees by race or creed.								Remarks.
	Doctor.				Master.				Bachelor and Licentiate.				Intermediate First or Preliminary.										Hindus.							
	Appeared.	Passed.			Appeared.	Passed.			Appeared.	Passed.			Appeared.	Passed.			Appeared.	Passed.			Anglo and European Indians.	Native Christians.	Brâhmins.	Non-Brâhmins.	Mahomedans.	Buddhists.	Pârsis.	Others.	Total agreeing with column No. 18.	
		Male.	Female.	Total.		Male.	Female.	Total.		Male.	Female.	Total.		Male.	Female.	Total.		Male.	Female.	Total.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24 and 25		26	27	28	29	30	31
														Intermediate.															
Arts	...	...	..	...	105	60	1	61	614	435	7	442	847	574	9	583	3,217	1,863	37	1,900	21	84	2,577		117	...	394	24	3,217	
														Previous.																
													1,651	794	20	814														
Science	...	...	...	...	...	...	...	...	31	26	...	26	45	30	...	30	76	56	...	56	...	1	58		...	...	16	1	76	
														Second.																
Agriculture	...	...	...	...	...	...	...	...	27	22	...	22	18	16	...	16	76	59	...	59	...	5	69		...	...	2	...	76	
														First.																
													31	21	...	21														
Law	...	...	...	...	3	2	...	2	316	178	...	178	299	187	...	187	618	367	...	367	1	19	501		26	...	68	3	618	
														Second.																
Engineering	...	...	...	...	...	...	...	...	49	24	...	24	56	27	...	27	169	94	...	94	...	3	129		2	...	35	...	169	
														First.																
													64	43	...	43														
														Second.																
Medical	...	2	1	...	1	...	...	...	...	222	56	4	60	241	103	7	110	633	247	13	260	16	67	259		21	...	165	5	633	
														First.																
													168	87	2	89														
Total ...	2	1	...	1	108	62	1	63	1,259	741	11	752	3,420	1,882	38	1,920	4,789	2,686	50	2,736	38	179	3,693		166	...	680	33	4,789	

TABLE III.—*Recognised Schools and Matriculation.*

Territories in which schools are situated or of which private candidates are residents.	Number of schools.	Number of pupils.		Total.	Number of candidates who appeared at Matriculation.				Remarks.
		Male.	Female.		Appeared.	Passed.			
						Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10
Bombay	143	37,395	5,684	43,079	3,307	1,578	58	1,636	
Baroda	8	2,872	219	3,091	294	167	...	167	
Sind	12	4,253	261	4,514	413	214	6	220	
Rájputána	2	136	37	173	...	...	...	...	
Portuguese Possessions ...	1	480	...	480	5	2	...	2	
Total ...	166	45,136	6,201	51,337	4,019	1,961	64	2,025	



Law :—Any student passing the B.A and B.Sc. Examination can go up for the first LL.B. Examination. No candidate can keep terms for the second LL.B. unless he passes the B.A. or B.Sc. and the first LL.B.

Engineering.
Agriculture.
Commerce.
Medicine.
} First Examination is open to "Previous" passed candidates or to students certified by the Heads of Arts Colleges that they have satisfactorily gone through the studies prescribed for the first year of the Arts Course.

Medicine.—Bifurcation into L.M. & S., and M.B.B.S. = M.D. is no longer reserved for B.A.'s or B.Sc.'s. Any L.M. & S. or M.B. and B.S. can go up for it after fulfilling certain conditions. M.S. a new degree.

B 928—11ap

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

Administration Reports.—

Report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium 1907-08 to 1911-12.

No. 879.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 31st March 1913.

Letter from the Director of Public Instruction, No. 9506, dated the 22nd November 1912—

Forwarding seven advance copies of the Director of Public Instruction's quinquennial Report for 1907-08 to 1911-12; and stating as follows :—

"2. The Government of India Tables III and IV are given in two parts as per orders of Government conveyed in paragraph 4 of their letter No. 877, dated the 26th June 1911, forming an accompaniment to Government Resolution, Educational Department, No. 2238, dated the 13th July 1911. With regard to the two parts of Table III it is to be pointed out that the second part has been named III-A as recently ordered and that the old Table which was also called III-A (showing the classification of pupils) has had to be changed to III-B to avoid confusion."

RESOLUTION.—The report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium extending from 1907-08 to 1911-12 constitutes a remarkable record of advance and development in every branch of instruction and furnishes gratifying proof of the progressive and zealous spirit which inspires the methods and activities of the Department. Although the general conditions in which its work during the past five years has been prosecuted have been, on the whole, less unfavourable than those which characterized the preceding quinquennium, it has nevertheless had to contend with serious difficulties and numerous retarding forces. Plague has again been a disturbing factor in the regular administration of the majority of the educational institutions of the Presidency, more especially during the concluding year of the quinquennium when, in the Central and Southern Divisions alone, 368 schools giving instruction to some 25,000 pupils were temporarily closed in consequence of its advent. This single epidemic carried off no less than 117 teachers and 4,511 pupils. The ferment of political agitation and disaffection which marked the earlier portion of the quinquennium was another force which, for a time, militated to a serious degree against educational progress, by producing a general unrest in the minds both of the pupils and of their instructors and by its effect in relaxing the bonds of discipline and undermining respect for authority. The fact that notwithstanding these and other adverse influences the advance of education should have made the rapid strides which are apparent from the pages of the Director's report constitutes an achievement highly creditable to educational officers of all grades. The history of the quinquennium indicates, also, the presence among the people themselves of a growing disposition favourable to the reception of higher educational ideals and aspirations; and the Governor in Council hopes that this disposition may in the near future develop into a movement which, under judicious guidance, may lead to the best results.

General results.

2. During the period covered by the report the total number of educational institutions of all kinds rose from 13,967 to 16,460, while the number of their pupils increased from 720,547 to 922,877. The latter figure represents 3·4 per cent. of the total population of the Presidency and 22·7 of its population of school-going age, the corresponding percentages at the commencement of the quinquennium being 2·8 and 18·9, respectively. Secondary schools now number 559 with an attendance of 74,601 scholars, as against 517 with 57,988 scholars; in the case of primary schools the advance, as might be expected, is more marked, the number of such schools having risen from 10,482 to 12,763 and the figures of attendance from 579,629 to 757,130.

These results are to a great extent attributable to the considerable assignments of funds received from the Government of India, of which, however, the more important, such as the recurring Darbar grants amounting to 6½ lakhs, the

hostel grant of 3 lakhs and the grant of Rs. 11,02,000 for non-recurring educational expenditure, are of recent date only. During the quinquennium the total annual educational expenditure, both direct and indirect, from all sources rose from Rs. 1,06,43,000 to Rs. 1,36,17,000, an increase of 28 per cent. Of the latter amount provincial revenues contributed Rs. 53,98,000 as against Rs. 43,08,000 at the commencement of the quinquennium. The total expenditure from all sources on primary education is now 58 lakhs or 42 per cent. of the whole, and towards this provincial revenues contributed nearly 23 lakhs, mostly in the shape of grants to Local Boards and Municipalities

Educational reforms and improvements.

3. While there has thus been a substantial advance in the extent and range of the educational facilities provided in the Presidency, the improvement of the standard of instruction and of the methods by and the conditions in, which it is imparted has not been overlooked. Among the reforms and innovations which have been introduced with this object in view the principal are, the strengthening of the inspectorial staff by the addition of three deputy inspectors and 26 assistants, the assignment to the latter class of officers of regular spheres of inspection, the raising of the minimum pay of assistant masters in secondary schools, the general improvement of the conditions of service of teachers in primary schools, the provision of large sums for the remuneration of trained teachers according to the scale laid down in the code, the entire recasting of the curriculum in secondary schools, and the great impetus given to the provision of hostels and play-grounds which are now regarded as essential adjuncts to any well-ordered scholastic institution. The re-organization and expansion of the training colleges had not attained a development during the period under review which was directly productive of concrete results, but the measures now in process of completion may be expected to work a further and much wider improvement in the quality of the instruction imparted in primary and secondary schools.

University education.

4. Turning now from general conditions to individual branches of instruction, the Governor in Council is glad to note that by the recent revision of the syllabus of university examinations the most conspicuous defects hitherto existing in the system of collegiate education are in process of removal. But the Director rightly calls attention to the great importance of raising the standard of instruction in the colleges so as to adjust it to the new conditions of examination and to the danger, so far as the Arts course is concerned, that the present simplification may, if this precaution be not adopted, have for result an actual diminution of the scholastic equipment required for graduating in that faculty. This latter consummation is one which the Governor in Council would seriously deplore, and he is confident that the University will, for its own credit, resolutely discountenance any tendency to facilitate the acquisition of a degree by a lowering of the standards in the now reduced number of subjects prescribed for the examination. By the recent liberality of the Government of India that body has been placed in a position to assume to itself entirely new functions in its relations towards education in this Presidency, and from its recent proceedings there is every ground for believing that it will set about utilizing the extensive opportunities thus conferred upon it with a just and liberal-minded recognition of the best methods of attaining the essential object underlying them. This object is its evolution from a mere examining authority into a centre for the diffusion of learning and the prosecution of research, and, concurrently, the improvement of its supervision and inspection of the affiliated colleges.

A noteworthy development in higher education initiated by Government marks the concluding year of the quinquennium. The foundation of the institutes for the teaching of science in Bombay and Ahmedabad is the practical outcome, made possible by the splendid munificence of private citizens, of a desire, long entertained by Government, that scientific instruction in the Presidency should be placed on an efficient and modern basis so that it may be enabled to keep pace with the requirements of the industrial development of the country.

Colleges.

5. With regard to individual collegiate institutions, progress of an important kind has been made by the extension of the hostel accommodation of the Elphinstone, Deccan and St. Xavier's Colleges, while the Fergusson College has

undergone remarkable expansion in respect both of building and of attendance. The Wilson College, which is largely increasing its attendance, is also about to add largely to its hostel accommodation. The recent assumption by Government of the management of the Gujarat College is a step taken in response to public demand which will ensure the satisfaction of the growing demand for facilities for higher education in the Northern Division. The Sind Arts College has passed through a stormy period of internal dissensions, but its administration has now been placed on a more secure footing, and it is hoped that certain proposals in regard to staff, now awaiting the sanction of higher authority, will ensure the future well-being of this institution. There are indications that most of the colleges have been suffering from a plethora of immature first-year students induced by the unduly low standard of the matriculation examination. The Governor in Council hopes that the new regulations for this test will effect some improvement in this respect, but, in his opinion, the real remedy lies in the direction indicated by Mr. Prior in his report, namely, in the raising of the standard of instruction in the secondary schools, more especially as the latter are now invested with discretion to certify their students as qualified in certain subjects of examination. The Governor in Council is fully in accord with the view, expressed in paragraph 2 of Chapter III of the report, that for the purposes of the University the High School course ought to be extended by at least one year; and this is an object which should be strenuously kept in view for adoption as soon as the qualifications of teachers have risen to the requisite standard.

Secondary education.

6. With regard to secondary education the principal event of the quinquennium has been the general revision of the secondary curriculum, an achievement for which the acknowledgments of Government are due to the Hon. Mr. Sharp. The new curriculum may be expected to effect a marked improvement in the general standard of secondary education, its main tendency being to give the high schools a course of instruction complete in itself so far as it goes, thus freeing them from the former domination of the matriculation examination, and to give greater scope to the individuality of the teacher. The school final examination has also undergone revision and is now in complete co-ordination with the course of instruction of which it constitutes the final test. This examination has not yet, however, established its vogue to the extent desired, the number of candidates who passed on the last occasion being only 677 for the whole Presidency; but more satisfactory results may be expected when the new curriculum has run its complete course. The suggestions that the certificate of examination should be supplemented by reference to the candidate's conduct and that the examiners should have before them a record of his progress in each subject commend themselves to the Governor in Council, and the Director of Public Instruction should be requested to submit detailed proposals for giving effect to them.

Another salutary step, of which the ultimate results have not yet had time fully to declare themselves, is the general raising of school fees both in Government and aided schools. The effect of this measure, which was not introduced without opposition, should be particularly beneficial in the case of the latter class of schools where a low fee income has frequently been attended by poor accommodation, inadequate equipment and an insufficiently paid staff. The liberal provision for free studentships should ensure that the enhancement of the fees will not inflict hardship in individual cases.

The Secondary Training College.

7. A quarter from which much encouragement and promise for the future may be derived is the Training College for Secondary Teachers in Bombay, the work of which deservedly receives high commendation from the Director. With the provision in the near future of a suitable building and adequate hostel accommodation the efficiency of this institution will be yet further increased, and His Excellency in Council will cordially welcome concrete proposals on the lines indicated by the Director for enlarging its scope and assisting aided schools of restricted resources to avail themselves of the facilities which it offers. In the meanwhile, he hopes that an endeavour will be made to devise means for keeping

not only head masters, but also members of the inspecting staff, in close touch and sympathy with the work and aims of this training college.

In respect of one aspect of the aims of the Training College at Bombay the Governor in Council is constrained to express his disappointment. Mr. Prior shows, in Chapter VII, how hundreds of teachers, in Bombay itself, could easily have attended the different courses there organized; but it has to be recorded that the apathy of the public is such that this department of Mr. Nelson Fraser's work has gone entirely without response.

Improvements in secondary schools.

8. The promotion of annual prize givings, the institution of school libraries, the attention devoted to the provision of hygienic school furniture, the expenditure of funds on the acquisition of play-grounds, the increased encouragement given to school games, the reduction in the size of classes, the raising to Rs. 40 of the minimum pay of assistant masters, the adoption of standard disciplinary rules for boys, all indicate the general amelioration and uplifting of the conditions and tone of secondary education in the Presidency. That there is, however, still much scope for betterment, especially in the case of the numerous ill-equipped and understaffed private schools of the type so graphically described by Mr. Marrs in paragraph 16 (Chapter IV) cannot be denied, and it will be a matter for the serious consideration of the Department during the ensuing quinquennium how to prevent instruction from being imparted by methods, and in an environment, so deleterious to the mental, physical and moral well-being of the youths who are subject to it.

Primary education.

9. Passing on to primary education it is to be observed that, during the period of the report, the total number of primary schools maintained by local boards and municipalities has risen from 6,101 to 7,580 with a resultant increase in attendance of 114,000 pupils. The Governor in Council considers that the moment has come when it is necessary to devote attention not so much to the opening of new schools as to the provision, for existing schools, of trained, or at any rate qualified, teachers, and the improvement generally of the conditions of service in the teaching profession. That a substantial advance has already been made in these directions may be inferred from the fact that out of the Rs. 7,36,000, which represent the excess of the present total annual grant to local boards and municipalities over the figure at which it stood at the commencement of the quinquennium, Rs. 4,52,000 are every year being devoted to these purposes. The raising of the pay of untrained assistants and head masters to the prescribed minima of Rs. 9 and Rs. 11, respectively, has now been accomplished, but much still remains to be done in the matter of giving reasonable promotion both to untrained and to trained teachers. The most urgent need, however, is the provision of qualified teachers. At present out of a total of 17,230 teachers employed in local board and municipal primary schools in British districts only 36 per cent. have undergone training, while of the untrained remainder 1,674, or nearly 10 per cent. of the whole, have not even passed the simple qualifying test of the vernacular final examination. There is reason to believe, however, that the enhanced initial rate of pay now offered, combined with the lowering of the minimum age for passing the above examination, will, before long, ensure a sufficient supply of passed candidates, while, as regards their subsequent training, proposals have recently been sanctioned by Government which provide for a large increase in the annual output of the vernacular training colleges of the Presidency.

The question of the housing of primary schools is one regarding which there is much diversity of opinion and consequently of policy. That a decent and substantial school-house possesses a distinct educative value of its own and contributes to the permanence and general prosperity of the institution within its walls cannot, however, be denied, and it should therefore be the aim of every local body to find separate accommodation for its schools, efforts being made in the case of village schools to induce the people to contribute towards the cost. Government will be prepared to assist where possible by free grants of timber and building stone. In the case of urban primary schools they have at present under

consideration applications from more than one municipality for assistance in the shape of a grant and loan towards the execution of a comprehensive building programme.

Rural and special primary schools.

10. A satisfactory solution has, it is hoped, at last been found of the vexed question of the unpopularity of the rural standards by the division of schools into "rural" and "full primary", the former being merely a truncated form of the latter with an identical course so far as their teaching goes. The underlying idea is that the ordinary village school should confine itself to the teaching of the three R's and that any boy desirous of carrying his studies further should proceed to a central full primary school, being assisted, if necessary, by a small scholarship designed to cover the extra cost of residence away from home. The Governor in Council will watch with interest the development of this scheme which promises to ensure the more rapid diffusion of the rudiments of knowledge among the rural population, while making due provision for such effective demand as may exist for a higher form of vernacular instruction.

When it is remembered with what misgivings the scheme for utilizing the Mulla schools in Sind for the purposes of secular instruction was first embarked upon, it is peculiarly satisfactory to note the steady improvement which has taken place in the quality of their teaching and the increasingly important part which they play as the feeders and outposts of the regular educational system.

As regards Bombay City, His Excellency in Council learns with satisfaction that the transference of the control of primary education to the municipality has not been attended by the untoward results which were apprehended in some quarters. At the same time he earnestly hopes that a more rapid rate of progress in connection with the programme of building school houses, to which Government are a liberal contributor, will be observable in the future. He trusts also that the municipality will devote careful attention to the provision of special schools for factory children, a question which is of special importance in Bombay. The Governor in Council believes that he may rely with confidence, in a matter of this character, upon the pride of the City of Bombay in her institutions to secure that her educational institutions shall be among the most advanced and efficient in India and shall challenge comparison with those in any other part of the Bombay Presidency.

Vernacular Training Colleges.

11. The accounts received from the several primary training colleges, both male and female, are, with the exception of the Sind training institution for women, of a generally encouraging character, showing as they do that the utility of these institutions is restricted at present only by the limitations on their accommodation. It appears, however, that the success of the local normal classes which were experimentally inaugurated in several centres is not altogether assured. Excluding the latter, the total number of training institutions of all kinds has risen in the course of the quinquennium from 21 to 26 and their attendance from 1,332 to 1,518. Having regard to the crying need for trained teachers it is to be hoped that this rate of increase will be considerably accelerated, not only in the case of Government institutions for which, as stated, provision has now been made, but also in respect of private institutions for which there is ample scope.

Professional education.

12. Turning to the subject of professional education the Governor in Council regrets that it has not been practicable so far, owing chiefly to the great difficulty of finding a suitable site, to supply the Government Law School with its principal desideratum, a convenient hostel. In the meantime, however, the surplus funds which are accumulating are being held in reserve with this object in view.

On the medical side satisfactory advance has been made. In addition to the re-organization of the staff of the Grant Medical College and the opening of a large hostel, two additional full-time professorships are to be established, while a highly equipped physiological laboratory is in course of being completed.

Technical education.

13. In respect of technical and industrial education the quinquennium now closed has witnessed remarkable progress. In its concluding year the allotment from provincial revenues for this branch, which in the corresponding

year of the preceding quinquennium was Rs. 1,67,000, amounted to Rs. 2,35,000, including allotments of Rs. 34,500 and Rs. 20,250 to the Victoria Jubilee Technical Institute and the Sir Jamsetji Jijibhoy School of Art respectively, and grants-in-aid amounting to Rs. 39,000. In perhaps no educational institution of the Presidency has more signal development taken place than in the School of Art. The architectural section, which, in 1906, consisted of two small classes for draughtsmen in charge of a non-professional teacher, has now developed into an advanced school under the guidance of the Consulting Architect to Government, giving tuition to 140 students and carrying out teaching which should leave its impress on the profession of architecture in Bombay. The exhaustive series of experiments with Indian clays conducted in the newly opened laboratories of the ceramic section has paved the way for the establishment in India of a pottery industry on modern lines. Finally there has been a great extension in secondary schools of the study of drawing, the general control of which is in the hands of the staff of the School, the candidates at the last examinations conducted by them numbering over 9,000. In this connexion Government have under consideration proposals for the re-organization of the scheme of these examinations, the regrading of drawing teachers in Government high schools, and the appointment of an Inspector of Drawing for the Presidency.

Much remains to be done, however, to bring the whole scheme of technical instruction in the Presidency up to a satisfactory homogeneous and effective standard. There is a general lack of co-ordination between the courses and standards of the several technical institutions due to the absence of any effective controlling authority. This leads to loss of efficiency and waste and misdirection of effort. A committee specially appointed to consider this question has recently presented its conclusions and recommendations which are now under consideration. Another question which is engaging the attention of Government is the extension of manual training classes in the secondary and the larger primary schools. The facilities offered at the Dharwar Training College for obtaining certificates of competency in manual training have already been productive of a considerable development of this form of instruction in the Southern Division, and there is no apparent reason why, given equal facilities at other centres, equally good results should not be obtained there.

In a review of this branch of education the development of the Poona College of Engineering, formerly the Poona College of Science, cannot pass unnoticed. Consequent on its complete divorce from agricultural instruction and the teaching of the B. Sc. course, the college has made a distinct advance along its true line of functional expansion, namely, the teaching of advanced civil, mechanical and electrical engineering. This has been rendered possible by important structural additions, not yet completed, and the considerable strengthening of the teaching staff. A further measure affecting the administration of this institution is the recent constitution of an advisory committee, composed largely of experts, which will ensure for it the maintenance of a high standard of practical instruction and its close connexion with the industrial life of the Presidency.

Female education.

14. The results of the quinquennium which the Governor in Council can regard with only qualified satisfaction are those connected with the spread of female education. It is true that, viewed purely numerically, the progress recorded is not unsatisfactory, the number of female scholars in institutions of all kinds having risen from 108,716 to 153,090, a rate of increase equal to 40 per cent.; but there is an almost general opinion among educational officers that the real advance made during these five years is incommensurate with the efforts and attention bestowed on this branch of education, and that the instruction that is being imparted to girls, especially in the advanced schools, is proceeding on wrong lines and is not calculated to produce the intellectual and physical improvement for which there is need As regards secondary schools the tendency has been to subordinate all other considerations to the passing of the matriculation examination, while in the case of the elementary schools progress is impeded by the general apathy of the people themselves and the continued difficulty of obtaining trained teachers. At page 56 of the report the Director indicates what measures, in his opinion, are needed to secure better results for female education both primary and secondary. With the exception of that which deals with the withdrawal of the

control of local boards and municipalities over female schools his recommendations commend themselves generally to the Governor in Council, who will be glad to consider any proposals which may be submitted for giving practical effect to them. In the opinion of Government it is of the highest importance that the progress of education among girls should not lag behind the general advance of education, for it is within the power of an unintelligent and re-actionary female population to nullify in great measure the achievements of their educational policy in so far as they tend to the true social and moral amelioration of the people at large. The question of the institution of special arrangements for female collegiate education has been engaging the attention of Government and it may be found necessary to establish in Bombay a separate college for women.

European schools.

15. As regards the instruction of particular communities the Governor in Council has perused with interest the observations cited in the report of the Inspector of European schools. That the present instructional facilities afforded to the domiciled community are inadequate has been generally conceded, and the outcome of the movement in favour of their extension has been the formulation of a number of definite proposals, put forward at the recent Simla conference, which have been referred for consideration to the several local Governments. In the meanwhile a sum of Rs. 40,000 from the Darbar grants has been distributed amongst the European and English-teaching schools of the Presidency in the form of annual supplementary grants-in-aid, and this extra provision will, it is understood, enable them to make good their most urgent needs.

Mahomedan education.

16. Mahomedan education continues to make steady progress, the total number of pupils of that community having risen in the course of the quinquennium from 144,405 to 182,472, an increase of 26 per cent. The language question, however, is one of considerable difficulty, and has tended to impede advance. The question whether the leaders of the community are wise in pressing the demand that the medium of instruction in their primary schools should be Urdu is one upon which the Governor in Council entertains considerable doubt. Urdu is in no part of the Presidency either the common idiom of the country or the official language, and its use consequently involves the onerous necessity of mastering a second vernacular. A general concession to this demand can hardly fail, it would seem, to place the Musulman community at a serious disadvantage in the competitive race for employment and advancement. In order to gauge the true effectiveness of the demand, however, Government have decided, as a tentative measure, to institute a special class at the Ahmedabad Training College in which Urdu-speaking teachers will be trained with a view to employment in schools where that language will be the sole medium of instruction, and, further, to allow the Vernacular Final Examination to be taken up in that language. The results of this experiment will be carefully watched during the next two years. In the meantime it may be noted that out of the 66,552 Mahomedan scholars attending primary schools in the Presidency proper, 36,994, or 55 per cent., are under tuition in Urdu schools or classes. There is thus already a widespread demand for trained masters knowing Urdu. Unfortunately, in spite of the existence of special facilities, such as the Urdu classes preparatory for the Vernacular Final Examination at Nasirabad in the East Khándesh district and Tankaria in the Broach district, and the exceptional consideration shown in admitting Urdu-speaking candidates into the training colleges, the supply of such teachers remains lamentably inadequate, a state of affairs which is reacting very prejudicially on the efficiency of these special schools and on Mahomedan education in general. In Sind, where the Musulman population is content to be instructed in the local idiom, the movement for the establishment of special madressahs and of hostels maintained in connexion with ordinary schools for the education of zemindars' sons has gained ground to a large extent. To further the advance of female education in the community Government contemplate the appointment of an inspectress of Urdu girls' schools in the Central Division. Finally the Governor in Council notes with satisfaction the inception of a movement for the establishment at Poona of a high class residential school for Mahomedan youths on lines approximating those of an English public school. This is a development which he desires to commend to the earnest attention of other communities in the Bombay Presidency.

17. The quinquennium has witnessed an almost general spread of education among the more backward classes of the Presidency. The number of children belonging to aboriginal and hill tribes now attending school is 18,650, representing an increase of 72 per cent. In the case of the so-called depressed classes the number at present under instruction is 25,954, which gives a 64 per cent. increase. The special means adopted for attracting the children of these classes to school are largely those first initiated among the hill tribes of the Thana district, and include the distribution of scholarships for regular attendance, rewards in the shape of clothes, the free issue of books and writing materials, and the foundation of small hostels in which the children of scattered communities not large enough to be provided with separate schools can be concentrated. In the case of the special schools for low castes it is recognized as essential to provide masters drawn from the same caste who will freely associate with their pupils, and much attention has been devoted to the training of such masters; but it seems open to question whether the same policy should be followed in regard to the aboriginal tribes in whose case the caste difficulty does not present itself and among whom a schoolmaster drawn from a superior class appears to enjoy greater prestige and consequently to exercise greater influence in attracting pupils.

Education of backward classes.

A striking fact noticed in the report is the series of scholastic achievements standing to the credit of the boarding school for backward classes at Godsamba in the Surat district. At the Vernacular Final Examination the first two places in the Northern Division are usually secured by this school, while for three successive years a Godsamba boy has passed first at the entrance examination of the Ahmedabad Training College at which some 500 competitors, drawn for the most part from the most advanced communities of Gujarat, annually compete. These successes testify to the highly promising character of the material which is to be found among these backward classes, and demonstrate that, given due encouragement and opportunities, there is no inherent reason why these classes should not take a prominent place in the general moral and intellectual advance of the community.

18. With the Director's remarks as to the inutility of much that now passes for physical exercises and drill, and as to the harm resulting from highly organized inter-school competitions unaccompanied by the general and systematic pursuit of games throughout the schools, the Governor in Council is in entire agreement. The path to reform in this respect lies, as the Director points out, in the devotion of greater attention in the training colleges, both secondary and primary, to this branch of culture, and Government are prepared to incur expenditure in order to provide the requisite facilities for the purpose. The Governor in Council hopes that it will shortly be possible to introduce in all schools a system of physical exercises of the nature indicated in the report, carefully adapted to Indian conditions. He also attaches great importance to periodical medical inspection in schools, proposals for the tentative introduction of which are now under consideration. The question of curtailing the hours of study in secondary schools and of so re-arranging them as to afford more extended opportunities for systematic recreation has also engaged attention, and an experiment in this direction is now in progress. With regard to the subject of moral instruction it is too early as yet to pronounce as to its benefits to the school children of this Presidency, but it is satisfactory at least to learn that the expert, who has recently visited the several educational centres for the purpose of giving demonstrations, considers that the conditions are distinctly favourable to the success of the movement.

Physical training.

19. With the conclusion of this general retrospective survey of the field of educational activity and achievement during the past five years it is of interest to indicate briefly the scheme for its expansion in the near future. The task of laying the foundations of a sound primary and secondary educational system in this Presidency has, it is hoped, now been, in large measure, accomplished. This has been effected by the revision of curricula in every branch, by the inauguration of a regular scheme of expenditure for the constitution of a better-paid and therefore more contented subordinate teaching staff, and by the provision for a large increase of the output of trained teachers. What now remains to be done in the immediate future is to proceed with the superstructure, namely, the expansion

Prospective developments.

and multiplication of educational institutions resting on these foundations. For this undertaking the lines of construction have been carefully planned out and are now laid down in a detailed three-year programme. In the coming year's provincial budget a total expenditure on educational objects amounting to 95¼ lakhs has been entered, and this provision will, it is hoped, be steadily increased as the quinquennium advances and schemes of expansion mature. The triennial programme contemplates an aggregate non-recurring expenditure of 16 lakhs and new recurring charges which will in the third year attain a maximum of 16½ lakhs. Among its principal items are the ultimate enhancement of the pay of teachers in primary schools by 2½ lakhs, and in secondary schools by Rs. 72,000 a year; additional grants to local boards amounting in the third year to nearly 3½ lakhs per annum; the expenditure of over 2 lakhs a year in free grants for primary and supplementary grants for secondary school buildings; the opening of new primary schools at an ultimate cost of nearly 3 lakhs a year; the engagement of additional primary school teachers at an extra cost of Rs. 80,000 per annum; the inauguration of the new high schools at Jalgaon and Larkana; the provision of equipment for the new science teaching in secondary schools at a cost of one lakh; building extensions to Government secondary schools and colleges costing 4½ lakhs and 1 lakh, respectively; and finally, as regards inspection, the creation of a new inspectorship of schools, three deputy inspectorships and six posts of assistant deputies, and the revision of the clerical establishments of inspectors and deputy inspectors.

With this comprehensive programme in view and with the prospect of adequate funds being forthcoming for carrying it into execution His Excellency in Council believes that there is sufficient justification for the confident hope that the ensuing year will inaugurate a period of unprecedented educational expansion and progress throughout the Bombay Presidency. For the complete realization of this hope he must rely, however, on the loyal and unremitting efforts and the broad-minded sympathy of educational officers of all grades, and on the maintenance by them, in conditions of increasing difficulty and stress, of the same high standard of duty and efficiency which, he is pleased to observe, has been displayed by the Department during the period covered by this review.

J. L. RIEU,
Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Director of Public Instruction,
The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors in Sind and the Deputy Commissioner Upper Sind, Frontier,
The Director of Agriculture and of Co-operative Credit Societies,
All Political Officers, except the Agent for Sardars in the Deccan,
The Compiler, General Administration Report,
The Superintendent, Government Central Press,
The Revenue Department,
The General Department,
The Judicial Department,
The Political Department,
The Public Works Department,
The Editors' Table, Bombay,
The Editors' Table, Poona,
The Editors' Table, Dharwar,
The Editors' Table, Belgaum,
The Editors' Table, Karachi,
The Editors' Table, Sukkur,
The Oriental Translator to Government,
The Separate Department (for the reading room for the Members of the Legislative Council),
All Registered Libraries,
The Under Secretary of State for India,
The Government of India, Department of Education (Education) } by letter.

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